AGED 539

Internship in Agricultural Education

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Strathmore High School
Agriculture Department
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Narrative of Quality Criteria Standards
Criteria 1: Curriculum and Instruction

1A: Curriculum Components

The curriculum includes components required under section 52454 of the Education code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.

Strathmore High School's Agriculture Department currently consists of four full time teachers. We currently offer fourteen courses within the Emerging Agriculture Technology pathway and agriculture department. Each course includes FFA participation in the curriculum. This represents 10% of a student's grade throughout the semester and they must complete four FFA activities to receive that 10%. All instructors also utilize SAE and AET within their courses as part of the FFA participation grade.

Current Classes Offered:
Agriculture Biology P EAT
Sustainable Agriculture P EAT
EAT Capstone
Agriculture Earth and Space P EAT
Introduction to Agriculture EAT
Animal Science P EAT
Veterinary Science P EAT
Applied Animal Anatomy EAT
Agriculture Mechanics I
Agriculture Mechanics II
Agriculture Mechanics III/IV
Floral Design P
Ornamental Horticulture
Plant & Soil Science EAT

1B: Agriculture Curriculum Standards

The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses “Foundation” and “Pathway” standards within the program pathway(s) and course sequences.

All courses taught in the Strathmore High School Agriculture Department align with the Career Technical Education Model Curriculum Standards of the Agricultural and Natural Resources Industry Sector. The course curriculum addresses both the pathway and anchor standards. The
Strathmore High School Agriculture Department aligns its Agriculture Earth and Space and Agriculture Biology courses with the Next Generation Science Standards as well.

1C: Career Paths

*Career paths in Agriculture have been identified and can be found on a chart or diagram in the Program Plan.*

Students enrolled in the agriculture program are exposed to career paths and opportunities on a regular basis through the use of curriculum, guest speakers, career research assignments, internships and work placements.

1D: Course Sequence:

*The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected pathway.*

School Counselors work to ensure that the students enrolled within the pathway have the courses they need to be considered pathway completers. We have 4 directions a student can head as far as completing pathways. They can follow the route of the EAT Pathway, Agriculture Mechanics, Veterinary Science or Plant Science. The school's master schedule allows the counselor to put students into the courses they need in order to complete their selected pathway.

1E: Career Awareness

*Agriculture Career Awareness is provided within every course taught in the Strathmore High School Agriculture Department.*

All classes go over at least a unit of careers in that particular field. Students also have access to our Agriculture Advisory Members where they can participate in internships. In the EAT pathway, students are exposed to members of the community that have a variety of Agriculture related jobs and even participate in mock interviews for agriculture jobs in the industry.

1F: Computer Aided Instruction

*The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following:*

The use of labs and reports, research papers, web assignments, Google Classroom, the Agriculture Experience Tracker (AET) website, and student presentations.

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1G: Recordkeeping

Recordkeeping is taught in all Strathmore High School Agriculture Department courses. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.

Strathmore High School is lucky as a whole to be a one-to-one school in that every student has access to a chromebook in every classroom. Having access to technology allows the students to easily access their AET for recordkeeping purposes. There is typically dedicated time for them to work in AET on supervised agricultural projects or personal projects they may be working on. The mechanics classes have access to laptops so that they may run the software necessary to participate in shop projects.

1H: Course Credit

All Agricultural courses have been submitted to meet high school graduation requirements and/or University of California A-G requirements.

All agriculture courses taught at Strathmore High School meet graduation requirements. The following chart shows the agricultural classes offered and what requirements they meet:

<table>
<thead>
<tr>
<th>Agricultural Class</th>
<th>Requirements Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Biology P EAT</td>
<td>CSU and UC “D” Lab Science</td>
</tr>
<tr>
<td>Sustainable Agriculture P EAT</td>
<td>Graduation Life Science</td>
</tr>
<tr>
<td>Agriculture Earth &amp; Space P EAT</td>
<td>Graduation Physical Science</td>
</tr>
<tr>
<td>Animal Science P EAT</td>
<td>A-G Elective</td>
</tr>
<tr>
<td>Veterinary Science P EAT</td>
<td>UC G Elective</td>
</tr>
<tr>
<td>Floral Design P</td>
<td>Graduation Fine Art Credit</td>
</tr>
</tbody>
</table>

*EAT indicates courses for students enrolled in the Emerging Agricultural Technologies Pathway, required for EAT Pathway students.

1I: Guest Speakers/Field Trips

Instruction includes guest speakers and/or field trips.

All Strathmore High School Agriculture Department courses offer opportunities to participate in field trips or listen to guest speakers. We have a wide variety of industry members willing to come in and talk to agriculture classes. We also participate in field trips to local nurseries and businesses as well as the World Ag Expo.
Criteria 2: Leadership and Citizenship Development

2A: Charter

An FFA Chapter has been chartered by the State Association or has been applied for.

Strathmore High School FFA Chapter 0239 was chartered in 1949. A framed Charter can be found displayed in the Agriculture Department.

2B: Chapter Program of Activities

A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.

The Strathmore High School FFA Program of activities is completed annually by the FFA Advisors and the officer team at the Officer Retreat. It is completed and shared with our Regional Supervisor every year.

Strathmore High School has had quite a bit of turnover in recent years within the Agriculture Department and as such, the Program of Activities was neglected. One of my Master’s Projects is to update and complete the Program of Activities. Once updated and completed it will be uploaded to our FFA Website.

2C: Leadership Grade

Every student is given a grade based upon participation and leadership activities.

Every semester, the Strathmore High School Agriculture Department requires students to participate in at least 4 FFA activities. The FFA activities are counted as 10% of their overall grade for each semester and the expectation is made clear in the course syllabus.

2D: FFA Affiliation

All students enrolled in agriculture education courses are affiliated with the State FFA Association.

Every year students enter themselves into the R-2 before October 15 to ensure everyone is accounted for and paid for.

2E: FFA Activities
Based on previous year's records, the department participates in a minimum of 12 activities as listed on the FFA Activities Check Sheet.

The Strathmore FFA Program typically surpasses the minimum of 12 activities listed on the FFA Activities Checklist. We try and garner as much participation in as many activities as we can in order to help make our FFA students well-rounded as possible. The exception being this last year during covid. Participation has been down as it is hard to get students excited about participating on zoom.

Based on the 2020-2021 school year, the Strathmore High School Agriculture Department has participated in the following:

- Greenhand Conference
- Leadership Academy
- Spring Regional Meeting
- Submitted 1 State FFA Degree Application
- Best Informed Greenhand Contest
- Sectional Job Interview Contest
- Forestry Challenge

- Made for Excellence Conference
- Advanced Chapter Officer Leadership Conference
- State Leadership Conference
- Sectional Opening & Closing
- Sectional Creed Speaking Contest
- County/District Fair/Show
- Sectional FFA Activity

2F: Student Leadership Participation

A minimum of 80% of the students participated in at least three leadership development activities annually as verified by department records.

This is currently an area that Strathmore Agriculture Department does not meet at this time. Our students typically ride the bus so a lot of the after school activities do not work out for them. We are working on making activities more available to them during the school day.
Criteria 3: Practical Application of Agriculture Skills

3A: Student Grading Criteria

_Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program._

Every student in the Strathmore high School FFA is expected to develop a supervised agricultural experience. However, we currently have SAE, AET and FFA participation all tied in together for grading. This is something we need to work on in the department. We have the facilities where we could conceivably have students that do not have the means to have a project at home complete SAE projects on campus. We would then be better able to separate out a grade specifically for SAE and AET.

3B: First Year Students SAE’s

_First year students have either been engaged in a SAE project(s) or have a plan in place for an SAE, as verified by the AET Experience Manager._

First year students either need to have an SAE already in mind or they must plan out an SAE to participate in. Most of our students that actively participate in a particular SAE have already had that project in place. We also have a large population of students that either work in the fields or in packing houses and we encourage students to count that as an active SAE.

3C: Continuing Students Participation

_A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department Records._

The Strathmore High School’s Agriculture Department does not have 80% of students continuing to have a supervised agriculture experience. We are currently having new facilities built and this has resulted in some drop off in participation. We are hopeful that with the new facilities and the construction of 30 planter boxes we will be able to see a boost in our numbers in the future.

3D: SAE Visitation

_Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department records (AET)._  

Supervised Agriculture Experience visits are conducted throughout the project as needed. We strive to meet with students housing their projects at home at least every two weeks and up to once a week as the fair gets closer. Projects kept on the school farm are visited at least once a week and more often as the fair approaches. All visitations are kept track of in AET.
3E: School Vehicles

A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

The Strathmore Agriculture Department is fortunate enough to have two vehicles readily available to take for SAE visits. The department has access to both a truck and an excursion for SAE activities related to the program.
Criteria 4: Qualified and Professional Personnel

4A: Appropriate Credentials

*Every Agriculture teacher at Strathmore High School has the appropriate credential for teaching the subject(s) assigned.*

All Agriculture teachers at Strathmore High School have the appropriate credentials for the subjects they instruct. Each teacher has their Agriculture Specialist Credential as well as the Single Subject Credential in Agriculture. I am currently the only teacher that has my Preliminary credentials as I am finishing up completing my induction program this year.

4B: Professional Development Activities

*Based on the previous year’s records, every agriculture teacher, teaching at least half time agriculture, attends a minimum of four professional development activities.*

Every Agriculture teacher attends a minimum of four professional development activities per year. This can be seen in the staff inservice record that is provided to our Regional Supervisor every year. The agriculture teachers attend a combination of the following professional developments - Fall and Spring Sectional Meetings, Fall and Spring Regional Meetings, CATA Regional Roadshow, CATA Summer Conference, New Professionals and the various professional developments offered by our district.

4C: Department Meeting Schedule

*The agriculture staff meets a minimum of twice a month.*

The Strathmore High School Agriculture Department meets at least twice a month on Wednesday afternoons as we have early release that day. We have other regularly scheduled meetings throughout the district and with other departments on Wednesdays as well, so we try to get in Department time on staff development days.

4D: Department Meeting Minutes

*A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan.*

Strathmore High School sends out a formatted minutes page to track our department meetings each week. We fill them out electronically and they can be accessed by everyone in the department as well as by the principal.
4E: Teacher Reimbursement

*Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE and professional CATA in-service activities.*

Teachers and Departments at Strathmore High School are asked to submit a requisition with expenses prior to the FFA, SAE or CATA activity so the district can approve the expenses before the event. For these activities, teachers can be reimbursed for hotel cost, travel expenses and conference expenses when necessary as long as receipts are kept and itemized for the expenses incurred.
Criteria 5: Facilities, Equipment and Materials

5A: Modification of Facilities

*Modifications of facilities and equipment have occurred when necessary, based on the needs of students, including special populations.*

Strathmore high School has continued to modify facilities as the need arises. With the EAT Pathway leaning towards plant and soil sciences, a grant was applied for and accepted to complete a new state of the art set of classrooms. The predicted completion date is August of 2022 and will contain two laboratory classrooms complete with fume hoods, gas and water connections and lab tables; four classrooms for the Agriculture and Science teachers; a central plant science laboratory and soil science laboratory as well as storage and workroom space.

We are also in the process of completing new animal care facilities that have an estimated date of completion of mid February to early March 2022. Strathmore high School leased the previous land that housed our facilities that were located across the highway. This was not the best situation for caring for animals. The new facilities will contain a hog barn, sheep and beef barn, wash racks and show arena. We have plans in the near future to add a chicken and rabbit barn and are looking into a farrowing barn and feed storage areas.

5B: Adequate Storage

*There is adequate storage space for materials, records, equipment and supplies.*

The Strathmore High School Agriculture Department offers more than adequate storage space throughout the building. Two of the classrooms contain offices with room for shelves and cabinets to store office supplies and classroom materials. Both shops contain attic level storage areas for both FFA supplies and extra supplies as needed. Each classroom contains various levels of storage cabinets to hold the necessary items for the classes taught.

The school farm has multiple sheds with locks to house things like irrigation supplies, tools for the farm and supplies and materials. We have multiple C-trains to keep items out of the elements and stored until we need them. The Strathmore High School Farm also has an area of land to store trailers and extra fencing materials as needed.

5C: Laboratory Facilities

*At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s):*

- School Farm Laboratory
- Greenhouse
- Growing Area
- Agriculture Shop

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The Strathmore High School Agriculture Department is lucky to have access to farm facilities available to house and store supervised agricultural experience projects. We currently have temporary animal facilities in place for students to keep their projects on the school farm until the new facilities are built. At the moment we only have setups for sheep and hogs on the school farm.

The school farm has an aquaponics greenhouse where students can gain experience working with the fish and a cropbox that is typically managed by one to two students. We try to provide additional supervised agricultural experience projects to students that may not have the means to keep or afford the typical SAE.

The Agriculture Mechanics Shop is available to students to work on and house their welding or mechanics projects. Students can use their shop class to work on projects that have been previously approved. This gives students further opportunities to participate in various SAE projects.

**5D: Email**

_The Agriculture Department has e-mail capabilities._

All agriculture teachers are provided with a Porterville Unified School District email through google mail. All teachers have email capabilities and can access their email through their phones or computers.

- cindendi4932@portervilleschools.org
- rhanger4666@portervilleschools.org
- aallen4679@portervilleschools.org
- mshearer@portervilleschools.org

**5E: School Vehicle**

_A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle._

The Strathmore Agriculture Department has access to two department vehicles, a truck and an excursion. We have two trailers available to use for livestock and to haul equipment as needed for SAE projects.

As we are a pathway school, we also have access to district pathway vehicles as needed. We have to check them out through the district office and report mileage from trips. This has come in handy for taking multiple students on trips as is especially useful right now while our excursion is out of commission.

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5F: Facilities Maintenance and Cleanliness

The reviewer verifies by visual observation that the agriculture facilities are neat, clean and orderly. Facilities and equipment are regularly maintained, repaired or replaced and are functional and operational.

The agriculture facilities at Strathmore High School are looked after by both the Agriculture teachers and the farm hand. We are fortunate to have a paid farm hand position on the school farm. He maintains the equipment, facilities and property of the school farm. I look after the floral lab and greenhouse, Anna Allen looks after the Veterinary Lab facilities, Robert Hanger maintains the shop and Matt Shearer focuses on the cropbox, aquaponics and fields. As a team we are capable of maintaining most of the work on the school farm. When necessary we can file a maintenance request to have someone from the district assist in fixing the problem.
Criteria 6: Community, Business and Industry Involvement

6A: Advisory Committee Membership

The Advisory Committee is operational and reflects the committee membership as outlined in the “Agricultural Education Advisory Committee Manual”.

As part of the Emerging Agricultural Technologies (EAT) Pathway requirements, an advisory committee was formed that works with both the pathway and the Agriculture Department. Our advisory committee is operational and reflects the committee membership outlined in the “Agriculture Education Advisory Committee Manual” as well as the PUSD - Pathway Advisory Committee requirements. The advisory committee meets once a month, on the first Thursday of each month at 4pm in the Strathmore Spartan Farm Market.

The following chart outlines our Advisory Committee members, their background and their committee responsibilities:

<table>
<thead>
<tr>
<th>Advisory Committee Roster</th>
<th>Background</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allen Ishida</td>
<td>Ishida &amp; Ishida</td>
<td>Chairman</td>
</tr>
<tr>
<td>Randy Wallace</td>
<td>Networks 2 Action</td>
<td>Member</td>
</tr>
<tr>
<td>Jake Duffin</td>
<td>AgriCare</td>
<td>Member</td>
</tr>
<tr>
<td>Robert LoBue</td>
<td>LoBue Bros.</td>
<td>Member</td>
</tr>
<tr>
<td>Scott Scheufele</td>
<td>Research for Hire</td>
<td>Member</td>
</tr>
<tr>
<td>Justin Metcalf</td>
<td>Ag Farm Manager</td>
<td>Member</td>
</tr>
<tr>
<td>David Mabs</td>
<td>GKP Nursery</td>
<td>Member</td>
</tr>
<tr>
<td>Richard A. Bramer II</td>
<td>Bramer Trust</td>
<td>Member</td>
</tr>
<tr>
<td>Nate Laux</td>
<td>Integral Ag, Inc.</td>
<td>Member</td>
</tr>
<tr>
<td>Rueban Alvarez</td>
<td>Pathway Office WBL Coordinator</td>
<td>Education Liaison</td>
</tr>
<tr>
<td>Monalta Duffin</td>
<td>Strathmore Alumni Teacher</td>
<td>Member</td>
</tr>
<tr>
<td>Brian Taggard</td>
<td>Porterville College</td>
<td>Member</td>
</tr>
</tbody>
</table>

Included in advisory meetings are the four agriculture teachers, either the principal or vice principal and all pathway teachers.

6B: Advisory Committee Minutes
The Agricultural Advisory Committee meets at least twice each year. Minutes are available to verify meetings.

The Strathmore High School Agriculture Advisory committee meets four to six times per year in the evenings. An agenda is provided to keep our meetings on track to ensure we discuss everything that needs to be discussed. The advisory committee and all pathway teachers are invited to attend each meeting and minutes are emailed to all attending committee members, pathway and agriculture teachers, and PUSD pathway personnel. Records of minutes are also stored in a shared drive within the department.

6C: Advisory Committee Assistance

The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag Advisory Committee minutes:

- Job Market Description
- Total Program Goals & Objectives
- Course Subject Matter Outlines
- 5 year Facility & Equipment Acquisition
- Graduate Follow-up
- Targeted Occupations
- Program Descriptions - Courses, SAE, FFA
- Program Completion Standards
- Current Year Budget
- List of Active Placement Sites

The Agriculture Advisory committee has assisted in the development or revision of the Comprehensive Program Plan, as evidenced by the Agriculture Advisory Committee minutes. The areas that the advisory committee have assisted in include the revision of job market descriptions, total program goals and objectives, 5 year facility and equipment acquisition plan, graduate follow-up and making suggestions and providing an updated list of active placement sites for internships and work-experience. All of the above can be found in the advisory committee minutes throughout the school year.

6D: Advisory Committee Chair

The Strathmore High School Advisory Committee Chair is Allen Ishida, he works for Ishida & Ishida, a family business.
Criteria 7: Career Guidance

7A: Student Career Counseling

_Students are counseled regarding:_

- Career opportunities in Agriculture and Agribusiness
- Agriculture and academic courses necessary to complete career pathway offerings
- Post-secondary education and training options

Students enrolled in the EAT Pathway and in the agriculture department are made aware of the career opportunities specific to the pathway strand of their choice. Pathway courses are going to focus more directly on career information to prepare students for immediate employment or to continue their education in an agriculture career. The agriculture mechanics courses are going to discuss current industry trends and job-related fields. Veterinary science and animal science go over the job opportunities in those fields and the educational requirements to get a career. In ornamental horticulture, we discuss different types of opportunities and what the industry is currently looking for.

7B: Student Data Sheets

_All students have a completed career plan and it is updated annually._

Each student in our agriculture program has an information sheet and student data sheet in progress. Through AET we have students fill out their profile information as well as complete their educational and career interests. As a department we need to get better about having students fill out this information every year.

7C: Articulation Agreement

_Efforts have been made, or completed to articulate with Community Colleges and/or Universities._

Strathmore High School does not currently have any 2+2 articulation agreements with any local community colleges. We would like to look into establishing 2+2 articulation agreements with Porterville College or College of the Sequoias in the areas of plant science and agriculture mechanics to start. Our EAT pathway students would greatly benefit from 2+2 articulation agreements as most of our students that move on to post-secondary education usually begin with community college due to financial reasons. This would give them a foot in the door at these institutions.
Criteria 8: Program Promotion

8A: Recruitment Brochure

An agriculture education program recruitment brochure or similar document is used to promote the program.

The Strathmore High School Agriculture Department and Emerging Agricultural Technologies pathway have a recruitment brochure that is provided at various recruitment events. The brochure gives a brief description of the agriculture department and EAT pathways. The brochure is colorful and informative of what our pathway and agriculture department have to offer.

8B: Financial Alternatives

Students have alternative means of overcoming financial barriers to participate in program activities (includes FFA, SAE and leadership activities).

Strathmore is considered a low socio-economic high school, many of our students' families are farm laborers and cannot afford the extra curricular activities like FFA conferences and SAE investments. Students at Strathmore High School have alternative means of overcoming financial barriers to participate in agriculture program activities. We have jackets available to loan out to students for the various events they may participate in. The Strathmore Agriculture Boosters provide conference scholarships and funding for students actively participating in the FFA organization.

As far as investing in a supervised agricultural experience, there are also a couple of methods of funding available for students that may not be able to afford otherwise. They can apply for a loan through the Farm Service Agency (FSA) where they will need to complete an application and pay a ten dollar application processing fee. They can also submit an application to the FFA Agriculture Boosters to assist with the cost of purchasing and caring for an animal. The Strathmore High School farm also provides space to keep projects since most of our students do not have appropriate locations at home. This provides students with a few different opportunities to still participate in both FFA and SAE activities.

8C: Recruitment Activities

The Agriculture Department conducts recruitment activities with the local feeder schools.

Strathmore High School participates in a district wide screening at our local movie theater to promote the different pathways that the district has to offer. The video is presented to all middle school students to help inform them and their parents about the different pathways provided by the high schools in our district. Students are then encouraged to pick a pathway strand that will dictate what high school they wind up in in the district. There are currently 14 pathways in the district that future high school students can choose from.
We would like to work on being able to present at the local middle schools to recruit students as well. We are currently working with feeder school principals, as well as our own principal, to establish that collaboration in the future and grow our program.
Criteria 9: Program Accountability and Planning

9A: Comprehensive Program Plan

A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in a shared google drive in the department.

The current Comprehensive Program Plan is out of date and has not been updated in quite some time as we have not had consistent teachers in the department until the last few years. As part of my master’s degree I will be updating the Comprehensive Program Plan for Strathmore High School.

9B: Program Plan Updates

Updates of the Program Plan are sent to the Regional Supervisor by November 15th.

The Strathmore Agriculture Department shares some updates of the program plan to our Regional Supervisor. These updates include the five year acquisition plan, chart of staff responsibilities, FFA Program of Activities, Advisory Committee Roster, and Advisory Committee Meeting Minutes. These updates are all submitted yearly to our Regional Supervisor by the November 15th deadline.

9C: Graduate Follow-up

A follow-up system is used which gathers the following information from the program.

As a department, this is an area we need to improve in. We have the graduate follow-up questionnaire in the AET, however, it can be difficult to get graduated seniors to go back and fill it in once they have moved on, so we are then tracking them down to get the information from them.

My AGED 539 project will focus on creating a graduate follow-up survey that can be shared with them in various ways. We can then take that information to fill out the graduate questionnaire in the AET as well as have a document of the survey results in a shared drive within the department.

9D: Graduate Follow-up Data

The Graduate Follow-up data collected is posted on the state database as required by October 15th.

The graduate follow-up data is collected and entered into the R-2 and FFA Roster Data by October 15th by our agriculture department chair, Matt Shearer.
9E: Retention

The Strathmore High School Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention in the program.

This has been the largest focus for agriculture teachers at Strathmore High School for the last couple of years. We have had trouble with growth in our program over the last few years due to a high teacher turnover. The EAT Pathway and AVID also compete for freshman students, so some years we start off with lower numbers. We are continuously looking for new classes to offer and new ways to keep students in both FFA and the EAT Pathway beyond their freshman and sophomore years. However, the district would prefer we focus more on retaining students in the pathway than in agriculture classes and FFA as a whole.

9F: FFA Roster and Teacher Profiles

The R-2, AIG Expenditures Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

The FFA Roster and Teacher Profiles are updated yearly in the AET. All are submitted by the October 15th deadline.
Criteria 10: Student-Teacher Ratio

10A: Class Size

Shop and laboratory-based have no more than 22 students enrolled. Classroom-based classes have no more than 28 students enrolled.

Below is a list of the courses offered through the Strathmore High School Agriculture Department and the number of students enrolled in those courses during the 2021-2022 school year. We are fortunate to have the class sizes we do as well as being able to support a four person department that makes smaller class sizes possible.

Having smaller laboratory and classroom numbers is beneficial to both students and teachers, limits behavioral issues, distractions and increases student learning.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period</th>
<th>Course</th>
<th># of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caitlyn Indendi</td>
<td>1</td>
<td>Ornamental Horticulture/Plant</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Ornamental Horticulture/Plant</td>
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<td>7</td>
<td>Floral Design P</td>
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<tr>
<td>Anna Allen</td>
<td>2</td>
<td>Applied Animal Anatomy EAT</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Plant &amp; Soil Science EAT</td>
<td>18</td>
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<td>4</td>
<td>Veterinary Science P EAT</td>
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<tr>
<td></td>
<td>5</td>
<td>Introduction to Ag EAT</td>
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<td>Robert Hanger</td>
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<td>Ag Mechanics II</td>
<td>9</td>
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<td>Ag Mechanics II/III/IV</td>
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<td>Ag Mechanics I</td>
<td>12</td>
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<td>7</td>
<td>Animal Science P EAT</td>
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<tr>
<td>Matt Shear</td>
<td>1</td>
<td>Sustainable Ag P EAT</td>
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<td>EAT Capstone</td>
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<td>3</td>
<td>Ag Earth and Space P EAT</td>
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<td>4</td>
<td>Ag Earth and Space P EAT</td>
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<td>6</td>
<td>Sustainable Ag P EAT</td>
<td>16</td>
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</tbody>
</table>
Criteria 11: Full Year Employment

11A: Extended Contract

*A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.*

All four agriculture teachers are employed with Strathmore High School year-round and are compensated no less than $2000.

11B: Supervision Period

*During the school year, one teaching period for Supervision is assigned to each Agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. The requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.*

The teachers at Strathmore High School Agriculture Department all receive a preparation period as normally assigned. Currently none of the agriculture teachers receive a project supervision period. However, our department Chair Matt Shearer receives a Pathway Consultation period that was assigned through the PUSD pathway offices and was assigned to him because he is the pathway lead advisor.
Criteria 12: Program Achievement

12A: Number of Students on the R-2

Strathmore High School FFA currently has 238 students enrolled.

12B: Leadership and Citizenship Development

During the 2021-2022 virtual school year we had 67 students participating in 13 different leadership and citizenship development activities.

12C: Practical Application of Occupational Skills

This year Strathmore High School FFA only had one student eligible for her state degree. Participation was difficult for students while we were virtual as students could not be on campus to complete projects.

12D: Qualified and Professional Activities

All agriculture teachers attended the required professional development activities for the 2020-2021 school year.

12E: Community, Business and Industry Involvement

This year our advisory committee met six times to discuss the program and opportunities available to students.

12F: Retention

This year Strathmore High School did not meet the 80% retention rate requirement. This is something we are working to improve.

12G: Graduate Follow-up

This year was difficult to track down students to get them to complete their graduate follow-up surveys.
Part 2

Supporting Documents
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7. School Board Approved Policy - FFA (FFA Requirements for Class)
8. FFA Program of Activities
9. Recruitment Program
10. FFA Chapter Scrapbook
11. Summer Activities Plan/Calendar
12. Graduate Follow-up Survey & Results (R-2)
13. Comprehensive Program Plan
14. Advisory Committee Meeting Agenda & Minutes
15. Advisory Committee Constitution & By-Laws
16. Proficiency Standards
17. Teaching Credentials
18. Calendar of Activities
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20. R-2 Report
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22. CATA Membership
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24. 5-year Acquisition List
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30. 2+2 Agreements
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Supporting Materials 1:

Student Data Sheets
Account Information and Settings

My Program
Strathmore
243 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?

Yes [ ] No [ ]

Seer

Jennifer Andrade
Program: Strathmore
Member Number: 4653545454
Basic Profile Complete: 100%
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms: [ ]

Password: [ ]

Profile Pie: [ ]

Demographics
HS Graduation: June 2022
Shirt Size: XL
Gender: Female
Race: Two or more
Ethnicity: Hispanic
Residence: Town

Primary Mailing Address
Address: [ ]
City, State, Zip: [ ]

Contact Information
Email: [ ]
Home Phone: [ ]
Cell Phone: [ ]

Parents/Guardians
Father / Parent / Guardian:
Name: [ ]
Occupation: [ ]
Phone Number: [ ]
Email: [ ]
Address: [ ]

Mother / Parent / Guardian:
Name: [ ]
Occupation: [ ]
Phone Number: [ ]
Email: [ ]
Address: [ ]

2009/37 | 841 | Monday, February 7, 2022
Account Information and Settings

My Program
Strathmore
243 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☐ No ☑

Profile Pic: Upload

Demographics
HS Graduation: June 2023
Gender: Male
Race: Two or more
Ethnicity: Non-Hispanic
Residence: Rural

Primary Mailing Address
Address: 13846 Aragon Rd
City, State, Zip: 123456

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:
(Same as primary mailing address above)
Account Information and Settings

My Program

Strathmore
243 Students
4 Teachers
136 AET Log-ins this week

Privacy Settings

Scoreboard Privacy:
Hide name in scoreboard?
☐ Yes ☐ No

Jade Alexander
Program: Strathmore
Member Number: [redacted]
Basic Profile Complete: 100% 🟢
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms:

Password: 

Profile Pic: Upload

Demographics

HS Graduation: June 2022
Gender: Female
Race: No Answer
Ethnicity: No Answer
Residence: -

Primary Mailing Address

Address: 17611 Road 276 Unit 5
City, State, Zip: Strathmore, CA 93563

Contact Information

Email: [redacted]
Home Phone: (555)555-5555
Cell Phone: [redacted]

Parents/Guardians

Father / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: (555)555-5555
Email: [redacted]
Address: 17611 Road 276 Unit 5, Strathmore, CA 93563

Mother / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: (555)555-5555
Email: [redacted]
Address: [redacted]
Account Information and Settings

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes  No

Demographics
HS Graduation:  June 2023
Gender:  Female
Race:  Hispanic
Ethnicity:  Hispanic
Residence:  Rural

Primary Mailing Address
Address:  300 Avenue, 15th St.
City, State, Zip:  Cameron, 45777

Contact Information
Email:  3037@229ce@ym@gmail.org
Home Phone:  555-123-4567
Cell Phone:  555-123-4567

Parents/Guardians
Father / Parent / Guardian:
Name:  Ayala
Occupation:  Teacher
Phone Number:  555-123-4567
Email:  ayala@school.org
Address:  123 Address

Mother / Parent / Guardian:
Name:  Ayala
Occupation:  Teacher
Phone Number:  555-123-4567
Email:  ayala@school.org
Address:  456 Address
Account Information and Settings

My Program
Strathmore
243 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☐ No ☑

Profile Information
Job Bejarano
Program: Strathmore
Member Number: [redacted]
Basic Profile Complete: 100% ☑
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms: [redacted]
Password: [redacted]
Profile Pic: Upload

Demographics
HS Graduation: June 2023
Shirt Size: M
Gender: Male
Race: No Answer / Non-Disclosed
Ethnicity: Hispanic
Residence: Rural

Primary Mailing Address
Address: [redacted]
City, State, Zip: [redacted]

Contact Information
Email: [redacted]
Home Phone: [redacted]
Cell Phone: [redacted]

Parents/Guardians
Father / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]
Address: [redacted]

Mother / Parent / Guardian:
Name: [redacted]
Occupation: [redacted]
Phone Number: [redacted]
Email: [redacted]
Address: [redacted]
Account Information and Settings

My Program
Strathmore
213 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
○ Yes  ○ No

Katelyn Esquerra
Program: Strathmore
Member Number: 236249000
Basic Profile Complete: 100%
Personal and Parent Contact Info: 100%
Emergency Info and Permission Forms:

Password:

Profile Pic:
Upload

Demographics
HS Graduation: 2024
Shirt Size: M
Gender: Female
Race: Two or more
Ethnicity: Hispanic
Residence: Town

Primary Mailing Address
Address: 2101 W 46th St, Arcadia, CA 91007-4741
City, State, Zip:

Contact Information
Email:
Home Phone:
Cell Phone:

Parents/Guardians
Father / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:

Mother / Parent / Guardian:
Name:
Occupation:
Phone Number:
Email:
Address:
Account Information and Settings

My Program
Strathmore
249 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☐ No ☑

Password:
Profile Pic: Upload

Demographics
HS Graduation: June 2024
Gender: Female
Race: Two or more
Ethnicity: Hispanic

Primary Mailing Address
Address: 360 Maple Valley Way
City, State, Zip: Sunnyvale, CA 94089-3818

Contact Information
Email: naomilmartinez@gmail.com
Home Phone: 408-900-6533
Cell Phone: 408-208-7585

Parents/Guardians
Father / Parent / Guardian:
Name: Alexander Martinez
Occupation: School Bus Driver
Phone Number: 408-910-8576
Email: amartinez2013@gmail.com
Address: 360 Mountain View Drive, Sunnyvale, CA 94089

Mother / Parent / Guardian:
Name: Virginia Stiles
Occupation: Transportation Broker
Phone Number: 408-900-6533
Email: VirginiaStiles@gmail.com
Address: 360 Maple Valley Way, Sunnyvale, CA 94089
Account Information and Settings

My Program
Strathmore
243 Students
4 Teachers
138 AET Log-in this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☑ No

Demographics
HS Graduation: June 2021
Gender: Male
Race: White, Non-Hispanic
Ethnicity: No Answer
Residence: -

Primary Mailing Address
Address: 30600 Redlands Blvd
City, State, Zip: San Dimas, CA 91773

Contact Information
Email: nuckolls37@gmail.com
Home Phone: 909-316-0607
Cell Phone: 909-751-6264

Parents/Guardians
Father / Parent / Guardian:
Name: Carson Nuckolls
Occupation: Teacher
Phone Number: 909-316-0607
Email: nuckolls37@gmail.com
Address: Same as primary mailing address above

Mother / Parent / Guardian:
Name: Carson Nuckolls
Occupation: Teacher
Phone Number: 909-359-0126
Email: nuckolls21@tustin.k12.ca.us
Address: Same as primary mailing address above
Account Information and Settings

My Program
Strathmore
243 Students
4 Teachers
138 AET Log-ins this week

Privacy Settings
Scoreboard Privacy:
Hide name in scoreboard?
Yes ☐ No ☑

Demographics
HS Graduation: June 2023
Gender: Female
Ethnicity: Hispanic

Primary Mailing Address
Address: 128 S Harvard Ave Apt #57
City, State, Zip: Lindsay, CA 93247

Contact Information
Email: FlorSalazar36@gmail.com
Home Phone: 555-555-2222
Cell Phone: 555-555-3333

Parents/Guardians
Father / Parent / Guardian:
Name: Flor Salazar
Occupation: Field worker
Phone Number: 555-555-2222
Email: FlorSalazar36@gmail.com
Address: 128 S Harvard Ave Apt #57, Lindsay, CA 93247

Mother / Parent / Guardian:
Name: Michael Perez
Occupation: Field Worker
Phone Number: 555-555-3333
Email: michaelperez@gmail.com
Address: 128 S Harvard Ave Apt #57, Lindsay, CA 93247
Supporting Materials 2:

Permanent Student Files
Supporting Materials 2: Permanent Student Files

The Strathmore High School Agriculture Department is moving over to a completely digital permanent student filing system through the Agriculture Experience Tracker, like many other departments in the state. The AET is where student agriculture files remain. Once students enter their information into AET it will remain there until they are no longer a member of the Strathmore FFA. Records from the last five years are kept both in the AET and as paper record books in a filing cabinet. The paper record books are filed alphabetically and by graduation date. They will soon be phased out and we will be completely digital through the AET.
Miss Indendi - Strathmore High School
Agriculture Biology

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4

(559) 588-1731 EXT. 6835

Course Description:
Students will be able to demonstrate knowledge of central concepts, principles and basic factual material of the biology field, while understanding their practical uses in the industry of agriculture. This class will take an agricultural approach to explaining the science of life. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Course Outline:
- FFA
- Science Principles
- Ecology
- Human Impact
- Cells
- DNA
- Genetics and Heredity
- Evolution
- Physiology

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% ~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book

Caitlyn Indendi AGED 539
Classroom Policies and Expectations

Cheating and Plagiarism:
Any student(s) caught cheating on a test or quiz, or copying any portions of assignments or lab reports will receive a ZERO for that activity. They will NOT be able to make it up for partial credit. Parents will be contacted and disciplinary action will be taken.

Make-up Work:
It is the student’s responsibility to ask for any work or assignments that were missed. There will be a space in the classroom where absent work will be stored. A reasonable time period will be permitted for make-up work when an absence has been deemed “excused” through the front office. Communication is key on this one. Any teacher is pretty flexible as long as the student communicates their needs.

Late Work and Extra Credit:
ALL assignments will be given a due date, LATE WORK will be accepted, however the student will receive an automatic 20% deduction from the score they receive. LATE WORK will ONLY be accepted during the CURRENT 6-week grading period! EXTRA CREDIT will be offered to the students periodically throughout the school year. It is up to each student to take advantage of it. NO STUDENT will be offered an individualized extra credit assignment at any point.

Technology and Cell Phone Use:
Cell Phones (including listening to music) will be permitted ONLY when students are working individually on projects. When class begins you are expected to have your devices stowed away unless otherwise instructed. Students who continually access their personal devices at inappropriate times will have the appropriate disciplinary action taken. There is a time and a place for personal devices, I will always let the students know when and when it is not appropriate to have them out.

Caitlyn Indendi AGED 539
WEBSITES

@strathmore.ffa
@strathmore_floral

FFA

@strathmorecaffa

strathmore.portervilleschools.org

Signature Page

By signing below you are agreeing that you and your student reviewed the course syllabus information. I am looking forward to an excellent school year! Should you have any questions please feel free to ask!

Ms. Indendi

Student Name: ____________________________
Parent Name: ____________________________

------------------------------------------  ------------------------------------------
Student Signature  Date  Parent Signature  Date

Caitlyn Indendi AGED 539
Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
hid337@carterville-schools.org
(559) 568-1731 EXT. 6835

Course Description:
This course is designed to introduce and develop entry-level skills and experiences associated with the Horticulture industry. Students will be introduced to business as it relates to Agriculture and Horticulture. Students will participate in the Spring plant sale where they will get a hands-on experience in plant production and sales. This course will be taught indoors as well as outdoors.

Course Outline:
- Ag Leadership Development
- Plant Classification
- Plant Cell Components
- Plant Physiology & Growth
- Plant Reproduction
- Plant Pathology
- Soil Properties
- Fertilizer
- Crop Management
- Retail Nursery Practices

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59%~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and AET
Classroom Policies and Expectations

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Make-up Work:
It is the student's responsibility to ask for any work or assignments that were missed. There will be a space in the classroom where absent work will be stored. A reasonable time period will be permitted for make-up work when an absence has been deemed “excused” through the front office. Communication is key on this one. Any teacher is pretty flexible as long as the student communicates their needs.

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By signing below you are agreeing that you and your student reviewed the course syllabus information. I am looking forward to an excellent school year! Should you have any questions please feel free to ask!

Ms. Indendi

Student Name: ________________________________
Parent Name: ________________________________

-------------------------------  ------------------------
Student Signature            Date                  Parent Signature     Date

Caitlyn Indendi AGED 539
Miss Indendi - Strathmore High School
Floral Design

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
indendi4932@porterville.schools.org
(559) 568-1731 EXT: 6835

Course Description:
This course is designed to allow students to apply an artistic approach to floral design. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.

Course Outline:
- Introduction to Floral Design
- Safety and Tool/Material Identification
- Principles and Elements of Design
- History/Time Periods of Floral Design
- Important Artists
- Holiday/Seasonal Arrangements
- Basic Arrangement Shape & Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Business Skills, Pricing, Marketing and Careers

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59%~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book

Caitlyn Indendi AGED 539
Classroom Policies and Expectations

Cheating and Plagiarism:
Any student(s) caught cheating on a test or quiz, or copying any portions of assignments or lab reports will receive a ZERO for that activity. They will NOT be able to make it up for partial credit. Parents will be contacted and disciplinary action will be taken.

Make-up Work:
It is the **student's responsibility** to ask for any work or assignments that were missed. There will be a space in the classroom where absent work will be stored. A reasonable time period will be permitted for make-up work when an absence has been deemed "excused" through the front office. Communication is key on this one. Any teacher is pretty flexible as long as the student communicates their needs.

Late Work and Extra Credit:
ALL assignments will be given a due date, **LATE WORK** will be accepted, however the student will receive an automatic 20% deduction from the score they receive. **LATE WORK will ONLY be accepted during the CURRENT 6-week grading period!**
**EXTRA CREDIT** will be offered to the students periodically throughout the school year. It is up to each student to take advantage of it. **NO STUDENT** will be offered an individualized extra credit assignment at any point.

Technology and Cell Phone Use:
Cell Phones (including listening to music) will be permitted **ONLY** when students are working individually on projects. When class begins you are expected to have your devices stowed away unless otherwise instructed. Students who continually access their personal devices at inappropriate times will have the appropriate disciplinary action taken. There is a time and a place for personal devices, I will always let the students know when and when it is not appropriate to have them out.

Caitlyn Indendi AGED 539
By signing below you are agreeing that you and your student reviewed the course syllabus information. I am looking forward to an excellent school year! Should you have any questions please feel free to ask!

Ms. Indendi

Student Name: ________________________________
Parent Name: ________________________________

----------------------------------------  ----------------------------------------
Student Signature  Date  Parent Signature  Date

Caitlyn Indendi AGED 539
Supporting Materials

4:

Course Gradebooks
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Max Points</th>
<th>Overall Pct</th>
<th>Mark</th>
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<td>12</td>
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<td>12</td>
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<td>Conley, Kadeh Renee</td>
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<td>Esquena, Kailyn</td>
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<td>*NA 10 15 *NA 10 20 15 30 50 15 15 30</td>
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<td>100</td>
<td>A</td>
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<td>Rayes, Marileahna</td>
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<td>Thomas, Jaden Lev</td>
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<td>Villa, Daniel Salvador</td>
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<td>12</td>
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## 4 - Floral Design P - Spring

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<td>Moreno, Carlos</td>
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<td>Reyes Martin</td>
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<td>Sanchez Maria</td>
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Class Averages: 10 10 15 15 18.4 15 15 10

* Indicates Max Value of 0 (zero)

**Assignments are not counted until graded.

() Transfer Grade
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<th>Category</th>
<th>Name</th>
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<td>Personal Flower Presentation</td>
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<td>2/2/22</td>
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</table>
Supporting Materials

5:

SAE Project/Home Visit Forms
Strathmore High School
Agricultural Education Department

Year in School: ____________ Type of Visit: ____________ Date: ____________
Name of Student: _________________________________________________________
Project(s): ____________________________________________________________

1. General Condition of Project:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. Recommendations Made:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Other Items:
   ________________________________________________________________
   ________________________________________________________________

Market Animal Information:
Weight: ____________ Avg Daily Gain: ____________ Days to Fair: ____________

Record Book up to date?
☑ Yes
☐ No

Student Signature: ____________________________________ Date: ____________
Teacher Signature: ____________________________________ Date: ____________
Year in School: 12th  Type of Visit: Project  Date: 7/17/21
Name of Student: [Redacted]
Project(s): Sheep

1. General Condition of Project:
   Lamb looking very and filling out well.

2. Recommendations Made:
   Bump feed up 1/2 pound

3. Other Items:
   Start washing legs regularly for whitening

Market Animal Information:
Weight: 130  Avg Daily Gain: _________  Days to Fair: _________

Record Book up to date?
☑ Yes
☐ No

Student Signature: [Redacted]  Date: 7/17/21
Teacher Signature: [Redacted]  Date: 7/17/21
Strathmore High School
Agricultural Education Department

Year in School: 12th Type of Visit: Project Date: 8/24/21
Name of Student: [Redacted]
Project(s): Sheep

1. General Condition of Project:
   
   Filling at well

2. Recommendations Made:
   
   [Redacted] feed at current rate

3. Other Items:
   
   Sheared animal

Market Animal Information:
Weight: 140 Avg Daily Gain: [Redacted] Days to Fair: [Redacted]

Record Book up to date?

☐ Yes
☐ No

Student Signature: [Redacted] Date: 8/24/21
Teacher Signature: [Redacted] Date: 8/24/21
Strathmore High School
Agricultural Education Department

Year in School: 10th  Type of Visit: Project  Date: 11/29/22
Name of Student: [Redacted]
Project(s): Sheep

1. General Condition of Project:
   Filling at well

2. Recommendations Made:
   bump feed by 1/2 pound

3. Other Items:
   Work in walking

Market Animal Information:
Weight: 80  Avg Daily Gain: ________  Days to Fair: ________

Record Book up to date?
☐ Yes
☒ No

Student Signature: [Redacted]  Date: 11/29/22
Teacher Signature: [Redacted]  Date: 11/29/22
Strathmore High School
Agricultural Education Department

Year in School: 10th  Type of Visit: Project  Date: 11/29/22
Name of Student: 
Project(s): Sheep

1. General Condition of Project:
   Filling out well

2. Recommendations Made:
   Amp feed by 1/4 pound

3. Other Items:
   Work on walking

Market Animal Information:
Weight: 82  Avg Daily Gain: __________  Days to Fair: __________

Record Book up to date?

☐ Yes
☒ No

Student Signature:  
Date: __________

Teacher Signature:  
Date: 11/29/22
Strathmore High School
Agricultural Education Department

Year in School: 12th Type of Visit: Project Date: 1/29/22
Name of Student: ____________________________
Project(s): Sheep

1. General Condition of Project:
   high weight

2. Recommendations Made:
   hold feed as is

3. Other Items:
   work on walking

Market Animal Information:
Weight: 87 Avg Daily Gain: _______ Days to Fair: _______

Record Book up to date?
☐ Yes
☑ No

Student Signature: ____________________________ Date: _______
Teacher Signature: ____________________________ Date: 1/29/22
Strathmore High School
Agricultural Education Department

Year in School: 12th  Type of Visit: Project  Date: 1/29/22
Name of Student: [Redacted]
Project(s): Sheep

1. General Condition of Project:
   high weight

2. Recommendations Made:
   add feed as is

3. Other Items:
   work on walking

Market Animal Information:
Weight: 850  Avg Daily Gain: ________  Days to Fair: ________

Record Book up to date?
☐ Yes
☒ No

Student Signature: ____________________________  Date: ____________________________
Teacher Signature: ____________________________  Date: 1/29/22
Strathmore High School
Agricultural Education Department

Year in School: 12th Type of Visit: Project Date: 2/14/22
Name of Student: ________________________________
Project(s): ________________

1. General Condition of Project:
   good condition, clean

2. Recommendations Made:
   start using pen of 5 for setting legs

3. Other Items:

Market Animal Information:
Weight: ________ Avg Daily Gain: ________ Days to Fair: ________

Record Book up to date?
☐ Yes
☐ No

Student Signature: ___________________________ Date: ________
Teacher Signature: ___________________________ Date: 2/14/22
Year in School: 10th Type of Visit: Project Date: 2/14/22
Name of Student: [Redacted]
Project(s): Sheep

1. General Condition of Project:
   great condition, clean

2. Recommendations Made:
   start using pen of 5 for setting legs

3. Other Items:

Market Animal Information:
Weight: ______ Avg Daily Gain: ________ Days to Fair: ________

Record Book up to date?
☑ Yes
☐ No

Student Signature: [Redacted] Date: ________
Teacher Signature: [Redacted] Date: 2/14/22
1. General Condition of Project:

Filling out nicely

2. Recommendations Made:

hold feed as is

3. Other Items:

N/A

Market Animal Information:

Weight: ____  Avg Daily Gain: _________  Days to Fair: ________

Record Book up to date?

☐ Yes
☒ No

Student Signature: ___________________________  Date: ___________

Teacher Signature: ___________________________  Date: ___________
Strathmore High School
Agricultural Education Department

Year in School: 12th Type of Visit: Project Date: 2/2/22
Name of Student: 
Project(s): Sheep

1. General Condition of Project:
good, animal in clean condition

2. Recommendations Made:
hold feed

3. Other Items:
N/A

Market Animal Information:
Weight: _______ Avg Daily Gain: _______ Days to Fair: _______

Record Book up to date?
☑ Yes
☐ No

Student Signature: ___________________________ Date: _______
Teacher Signature: __________________________ Date: 2/2/22
Supporting Materials

6:

School Board Approved Policy:
SAE
WORK-BASED LEARNING

The Governing Board desires to facilitate work-based learning opportunities which link classroom learning with real-world experiences. The district's work-based learning program shall be designed to teach students the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

(cf. 6000 - Concepts and Roles)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6178 - Career Technical Education)
(cf. 6178.2 - Regional Occupational Center/Program)

The district's work-based learning program may offer opportunities for paid and/or unpaid work experiences, including, but not limited to:

1. Work experience education as defined in Education Code 51764
2. Cooperative CTE or community classrooms as defined in Education Code 52372.1
3. Job shadowing experience as defined in Education Code 51769
4. Student internships
5. Apprenticeships
6. Service learning
7. Employment in social/civic or school-based enterprises
8. Technology-based or other simulated work experiences

(cf. 6142.4 - Service Learning/Community Service Classes)

The Superintendent or designee may provide students employment opportunities with public and private employers in areas within or outside the district, including in any contiguous state. (Education Code 51768)

The Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support the district's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)
WORK-BASED LEARNING (continued)

When required by law, the Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site. (5 CCR 10070-10071, 10087, 10108)

To ensure appropriate guidance and supervision of participating students and maximize the educational benefit from placement in any work-based learning program, district staff shall coordinate with the workplace supervisors or mentors.

A minor student shall be allowed employment through a paid work-based learning program only if he/she has been issued a work permit, in accordance with law, Board policy, and administrative regulation. (Education Code 49113, 49160)

(cf. 5113.2 - Work Permits)

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs. (Education Code 51763)

The Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

(cf. 3530 - Risk Management/Insurance)
(cf. 5143 - Insurance)

The Superintendent or designee shall ensure that any teacher-coach of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing. (5 CCR 10075, 10080, 10100)

(cf. 4112.2 - Certification)

The Superintendent or designee shall maintain records related to each student's participation in the district's work-based learning program, including, but not limited to, the student's individualized training plan, employment hours and job site, work permit if applicable, the employer's report of student's attendance and job performance, the teacher-coordinator's consultations and observations, and reports of the student's grade and credits earned.

(cf. 5125 - Student Records)

The Superintendent or designee shall periodically report to the Board regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.
WORK-BASED LEARNING (continued)

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE
35208 Liability insurance
46144 Minimum school day for work experience program
46147 Exception for minimum day; students in last semester or quarter of grade 12
46300 Method of computing ADA
48402 Enrollment in continuation education, minors not regularly employed
49110-49119 Permits to work
49160 Permits to work, duties of employer
51760-51769.5 Work-based learning
52300-52499.66 Career technical education
54690-54697 Partnership academies
56026 Students with exceptional needs
52372.1 Community classrooms and cooperative career technical education programs

LABOR CODE
1285-1312 Employment of minors
1394-1394 Working hours for minors
3070-3099.5 Apprenticeship
3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
10070-10075 Work experience education
10080-10090 Community classrooms
10100-10111 Cooperative career technical education programs

UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

CODE OF FEDERAL REGULATIONS, TITLE 29
570.35a Work experience programs

Management Resources: (see next page)
WORK-BASED LEARNING  (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Work Experience Education Guide
California Career Technical Education Model Curriculum Standards, 2013
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
Career Technical Education Framework for California Public Schools: Grades Seven Through Twelve, 2007
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS
Child Labor Laws, 2013
WEST ED PUBLICATIONS
Work-Based Learning in California: Opportunities and Models for Expansion, 2009
WEB SITES
CSBA: http://www.csba.org
California Association of Work Experience Educators: http://www.cawee.org
California Department of Education, Work Experience Education: http://www.cde.ca.gov/ct/ct/we
California Department of Industrial Relations: http://www.dir.ca.gov
Linked Learning Alliance: http://www.linkedlearning.org
WestEd: http://www.wested.org
Miss Indendi - Strathmore High School
Agriculture Biology

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
indendi4932@portervilleschools.org
(559) 568-1731 EXT. 6835

Course Description:
Students will be able to demonstrate knowledge of central concepts, principles and basic factual material of the biology field, while understanding their practical uses in the industry of agriculture. This class will take an agricultural approach to explaining the science of life. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Course Outline:
- FFA
- Science Principles
- Ecology
- Human Impact
- Cells
- DNA
- Genetics and Heredity
- Evolution
- Physiology

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59%~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book
Miss Indendi - Strathmore High School
Ornamental Horticulture

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
indendi1832@portervilleschools.org
(559) 568-1731 EXT: 6835

Course Description:
This course is designed to introduce and develop entry-level skills and experiences associated with the Horticulture industry. Students will be introduced to business as it relates to Agriculture and Horticulture. Students will participate in the Spring plant sale where they will get a hands-on experience in plant production and sales. This course will be taught indoors as well as outdoors.

Course Outline:
- Ag Leadership Development
- Plant Classification
- Plant Cell Components
- Plant Physiology & Growth
- Plant Reproduction
- Plant Pathology
- Soil Properties
- Fertilizer
- Crop Management
- Retail Nursery Practices

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% ~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and AET

Caitlyn Indendi AGED 539
Miss Indendi - Strathmore High School
Floral Design

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
indendi4932@portervilleschools.org
(559) 568-1731 EXT. 6835

Course Description:
This course is designed to allow students to apply an artistic approach to floral design. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.

Course Outline:
- Introduction to Floral Design
- Safety and Tool/Material Identification
- Principles and Elements of Design
- History/Time Periods of Floral Design
- Important Artists
- Holiday/Seasonal Arrangements
- Basic Arrangement Shape & Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Business Skills, Pricing, Marketing and Careers

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% - Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book

Caitlyn Indendi AGED 539
Supporting Materials
7:
School Board Approved Policy:
FFA
CAREER TECHNICAL EDUCATION

The Governing Board desires to provide a comprehensive career technical education (CTE) program in the secondary grades which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

(cf. 6143 - Courses of Study)
(cf. 6200 - Adult Education)

The district's CTE program shall focus on preparing students to enter current or emerging high-skill, high-wage, and/or high-demand occupations. CTE opportunities may be offered through linked learning programs, partnership academies, apprenticeship programs or orientation to apprenticeships, regional occupational centers or programs, tech prep programs, charter schools, small learning communities, or other programs that expose students to career options while preparing them for future careers in a given industry or interest area.

(cf. 0420.4 - Charter School Authorization)
(cf. 6178.2 - Regional Occupational Center/Program)

The Board shall review and approve all district plans and applications for the use of state and/or federal funds supporting CTE.

The Board shall adopt district standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with district-adopted standards and the state's curriculum framework.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)

The Superintendent or designee shall develop partnerships with local businesses and industries to ensure that course sequences, career technical and integrated curriculum, classroom instruction and projects, and assessments have real-world relevance and reflect labor market needs and priorities. He/she also shall work to develop connections with businesses, postsecondary institutions, community organizations, and/or other employers to provide students with actual or simulated work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5113.2 - Work Permits)
(cf. 6178.1 - Work-Based Learning)
CAREER TECHNICAL EDUCATION (continued)

The Superintendent or designee shall collaborate with postsecondary institutions to ensure that the district's program is articulated with postsecondary programs in order to provide a sequential course of study. Articulation opportunities may include dual or concurrent enrollment in community college courses.

(cf. 6172.1 - Concurrent Enrollment in College Classes)

The Superintendent or designee shall inform all secondary students and their parents/guardians about the CTE experiences available in the district, CTE courses that satisfy college admission criteria, and, if applicable, CTE courses that satisfy high school graduation requirements. In addition, secondary students shall receive individualized career guidance and academic counseling which provides information about academic and CTE opportunities related to the student's career goals.

(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and shall provide opportunities for CTE teachers to collaborate with teachers of academic courses in the development and implementation of integrated curriculum models.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

The Superintendent or designee shall provide counselors and other guidance personnel with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work-based learning opportunities, and postsecondary education and employment options following high school.

Upon written request from a nonprofit private school within the geographical area served by the district, the Superintendent or designee shall consult with private school representatives in a timely and meaningful manner and may provide for the participation of private school secondary students in the district's programs and activities funded under the federal Carl D. Perkins Career and Technical Education Act. To the extent practicable, the Superintendent or designee also shall, upon request, permit participation of CTE teachers, administrators, and other personnel from private schools in the district's inservice and preservice professional development programs funded through the Perkins Act. (20 USC 2397)

The Superintendent or designee shall regularly assess district needs for facilities, technologies, and equipment to increase students' access to the district's CTE program.
CAREER TECHNICAL EDUCATION (continued)

(cf. 0440 - District Technology Plan)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)
(cf. 7110 - Facilities Master Plan)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; single parents and single pregnant females; displaced homemakers; students with limited English proficiency; and students preparing for nontraditional fields. Nontraditional fields include occupations or fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender constitute less than 25 percent of the individuals employed in each such occupation or field of work. (20 USC 2302, 2354, 2373)

During the first semester of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to any actual or perceived characteristic protected from discrimination by law. (34 CFR 100.B, 104.8, 106.9)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

The above notification shall be disseminated in English and Spanish as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354; 34 CFR 100.B)

School and Community Involvement

The Board shall appoint a CTE District advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of at least one business representative, industry representative, District administrator, School Board Elected Officer, Superintendent, Assistant Superintendent, and representative of the field office of the California Employment Development Department. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

The district also shall involve parents/guardians; students; academic and CTE teachers; administrators; career guidance and academic counselors; representatives of tech prep consortia if applicable, business and industry, labor organizations, and special populations; and other interested individuals in the development, implementation, and evaluation of CTE programs at the site level. (20 USC 2354)
CAREER TECHNICAL EDUCATION (continued)

Program Evaluation

The Board shall monitor the achievement of students participating in the district's CTE program in order to determine the need for program improvements. The Superintendent or designee shall annually report to the Board and the California Department of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment. Data shall be disaggregated, in accordance with 20 USC 2323, by race, ethnicity, gender, disability status, migrant status, English proficiency, and economic disadvantage status and for each special population as defined in 20 USC 2302 and listed in the section "Nondiscrimination" above.

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6162.32 - High School Exit Examination)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:
EDUCATION CODE
1205 Classification of counties
8006-8155 Career technical education
17078.70-17078.72 Career technical education facilities
33430-33432 Health science and medical technology grants
35168 Inventory of equipment
41505-41508 Pupil Retention Block Grant
41540-41544 Targeted instructional improvement block grant
44257.3 CTC recognition of study in linked learning teaching methods
44260-44260.1 Designated subjects career technical education credential
44260.9 Designated subjects career technical education credential
48430 Legislative intent; continuation education schools and classes
48980 Parental notifications
51220-51229 Courses of study, grades 7-12
51760-51769.5 Work experience education
52300-52499.66 Career technical education
52519-52520 Adult education, occupational training
53080-53084 School-to-career initiatives
53086 California Career Resource Network
54690-54699.1 California Partnership Academies
54750-54760 California Partnership Academies, green technology and goods movement occupations
56363 Related services for students with disabilities; specially designed career technical education
66205.5-66205.9 Approval of career technical education courses for admission to California colleges
88300-88551 Community college economic and workforce development program

Legal Reference continued: (see next page)
CAREER TECHNICAL EDUCATION

Legal Reference: (continued)

GOVERNMENT CODE
54950-54963 Brown Act
LABOR CODE
3070-3099.5 Apprenticeships
CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
3051.14 Specially designed career technical education for students with disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs
11535-11538 Career technical education contracts with private postsecondary schools
11610-11611 Regional adult and vocational education councils
CODE OF REGULATIONS, TITLE 8
200-240 Apprenticeships
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS
Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
2008-2012 State Plan for Career Technical Education
Multiple Pathways to Student Success: Envisioning the New California High School, 2010
Regional Occupational Centers and Programs Operations Handbook March 2008
Model Programs and Practices: Setting Standards for Regional Occupational Centers and Programs (ROCPs), rev. October 2007
Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007
California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005
Management of Vocational Education Equipment, April 2000
CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS

Management Resources continued: (see next page)
CAREER TECHNICAL EDUCATION (continued)

Management Resources: (continued)

WEB SITES
CSBA: http://www.csba.org
Association for Career and Technical Education: http://www.acteonline.org
California Association of Regional Occupational Centers and Programs: http://www.carocp.org
California Career Resource Network: http://www.californiacareers.info
California Department of Employment Development: http://www.edd.ca.gov
California Department of Industrial Relations: http://www.dir.ca.gov
California Workforce Development Board: http://www.cwdb.ca.gov
Commission on Teacher Credentialing: http://www.ctc.ca.gov
University of California, a-g Course Submissions: http://www.ucop.edu/a-gGuide/ag/course_submissions
Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
IndendiC1592@portarrayilleschools.org
(659) 568-1731 EXT. 6835

Course Description:
Students will be able to demonstrate knowledge of central concepts, principles and basic factual material of the biology field, while understanding their practical uses in the industry of agriculture. This class will take an agricultural approach to explaining the science of life. The "hands on" approach to learning is emphasized in this agriculture class. A percentage of the student's grade also requires them to participate in FFA activities outside the classroom.

Course Outline:
- FFA
- Science Principles
- Ecology
- Human Impact
- Cells
- DNA
- Genetics and Heredity
- Evolution
- Physiology

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% ~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book
Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
indendci1032@portervilleschools.org
(559) 568-1731 EXT: 6835

Course Description:
This course is designed to introduce and develop entry-level skills and experiences associated with the Horticulture industry. Students will be introduced to business as it relates to Agriculture and Horticulture. Students will participate in the Spring plant sale where they will get a hands-on experience in plant production and sales. This course will be taught indoors as well as outdoors.

Course Outline:
- Ag Leadership Development
- Plant Classification
- Plant Cell Components
- Plant Physiology & Growth
- Plant Reproduction
- Plant Pathology
- Soil Properties
- Fertilizer
- Crop Management
- Retail Nursery Practices

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59%~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and AET
Miss Indendi - Strathmore High School
Floral Design

Student Course Outline and Expectations
2021-2022

Instructor Contact Information:
Ms. Caitlyn Indendi
Room S4
Cindendi4582@portervilleschools.org
(659) 568-1731 EXT. 6835

Course Description:
This course is designed to allow students to apply an artistic approach to floral design. Students will achieve this through creating, designing, identifying, explaining and evaluating floral topics. Students will learn how to be profitable, operate a basic business plan and shop for floral media and supplies. Students are to participate in leadership development, supervised agricultural experience and recordkeeping activities.

Course Outline:
- Introduction to Floral Design
- Safety and Tool/Material Identification
- Principles and Elements of Design
- History/Time Periods of Floral Design
- Important Artists
- Holiday/Seasonal Arrangements
- Basic Arrangement Shape & Corsages
- Wedding Planning & Themes and Floral Accessories
- Dried and Silk Floral Designs
- Care and Handling of Cut Flowers and Foliage
- Flower and Plant Identification
- Business Skills, Pricing, Marketing and Careers

Grading Scale:
90-100% ~ A
80-89% ~ B
70-79% ~ C
60-69% ~ D
59% ~ Lower ~ F

Grading Policy:
40% ~ Assignments/Projects
30% ~ Assessments
20% ~ Class Participation, Citizenship and Leadership
10% ~ FFA Participation, SAE and Record Book

Caitlyn Indendi AGED 539
Supporting Materials

8:

FFA Program of Activities
Supporting Materials 8: Program of Activities

The Strathmore Program of Activities had not been updated in quite some time and I chose to have the chapters Program of Activities and Constitution improved and updated as one of my master’s projects. When I found the most current copy we had I realized there were items that were no longer relevant to our school, department or students.

I worked with the officer team and my teaching partners to update and improve the Program of Activities and Constitution so they represent the skills and attitudes we are currently teaching in our classes. To start, I reviewed constitutions and programs of activities from other local chapters to see if they had anything specific that we should address. We all took turns adding to the Program of Activities and Constitution and reviewing what had been updated. Now that we have a good base to work with, updating these documents at the Officer Retreat every year will be easier and more successful.

We will now be better prepared at the beginning of the year and will have to put less work into both documents in the future. The end goal for the Program of Activities and Constitution is to bring the Strathmore FFA up to date and set the tone for the future leaders of our chapter.
Strathmore High School FFA

Program of Activities
2021-2022

Caitlyn Indendi AGED 539
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Strathmore High School Agriculture
Department Outline

Introduction
The purpose of the Program of Activities (POA) is to acquaint you with the many opportunities offered through the Strathmore High School Agriculture Department. There are many activities, leadership opportunities and programs to take advantage of as a member of the agriculture program and each activity or event is unique and specific to a student’s educational needs and interests. To participate in these exciting activities and events with the agriculture program, students must be an ACTIVE member of Strathmore FFA, engage in classroom instruction and have a plan for or have an established Supervised Agriculture Experience (SAE) project.

FFA
FFA is an intra-curricular, national youth organization for all students enrolled and studying agriculture education. The purpose of this organization is to develop leadership skills and serve as a learning tool to strengthen the “hands-on” component of the high school agriculture curriculum. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Students actively participating with Strathmore FFA have the opportunity to attend contests, leadership conferences, speaking events, fairs and much more. FFA participation is an integral part of agriculture classes at Strathmore High School and is 10% of your overall grade in your agriculture classes.

Supervised Agriculture Experience (SAE) Program
Supervised Agriculture Experience or SAE projects are the hands-on and real life experience of the student’s classroom instruction. Students first plan their SAE project, which must be agriculture related and submit their plan to their agriculture teacher. When the SAE plan is approved, the student and agriculture teacher work together to achieve success in developing the students SAE project. The student is fully responsible for their SAE project with advice and guidance coming from agriculture teacher(s) and/or parents/guardians. Students keep records of income, expenses and hours worked on projects in the FFA record book, kept in the students agriculture department file. Students may earn recognition for the success of their project through degrees, project competition and proficiencies at the chapter, sectional, regional, state and national levels. Most common SAE projects for Strathmore FFA students include livestock animals for Tulare County Fair and Porterville Fair, plant and crop projects and agriculture mechanics projects. For more information about possible SAE projects please talk to your agriculture teacher. An SAE project is an integral part of agriculture classes at Strathmore High School and is 10% of your overall grade in your agriculture classes.
Agriculture Instructors

<table>
<thead>
<tr>
<th></th>
<th>Department Head</th>
<th>Small Animal Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Shearer</td>
<td>FFA Advisor</td>
<td></td>
</tr>
<tr>
<td>Robert Hanger</td>
<td>FFA Advisor</td>
<td>Hog Advisor</td>
</tr>
<tr>
<td>Anna Allen</td>
<td>FFA Advisor</td>
<td>Beef/Dairy Cattle Advisor</td>
</tr>
<tr>
<td>Caitlyn Indendi</td>
<td>FFA Advisor</td>
<td>Sheep/Goat Advisor</td>
</tr>
</tbody>
</table>

Course Topics

What classes can you take with the agriculture department?

<table>
<thead>
<tr>
<th>Animal Sciences</th>
<th>Plant Sciences</th>
<th>Agriculture Mechanics</th>
<th>General Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal Science</td>
<td>Floral Design P</td>
<td>Agriculture</td>
<td>Agriculture Biology</td>
</tr>
<tr>
<td>Introduction to</td>
<td>Ornamental</td>
<td>Mechanics I</td>
<td>Sustainable</td>
</tr>
<tr>
<td>Applied Veterinary</td>
<td>Horticulture</td>
<td>Agriculture</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Science</td>
<td>Crop Science</td>
<td>Mechanics II</td>
<td>E.A.T. Capstone</td>
</tr>
<tr>
<td>Animal Anatomy &amp;</td>
<td></td>
<td>Agriculture</td>
<td>Agriculture</td>
</tr>
<tr>
<td>Physiology</td>
<td></td>
<td>Mechanics III/IV</td>
<td>Earth and Space</td>
</tr>
</tbody>
</table>

Career Development Events (CDE)

Citrus Tree Judging
Creed Speaking
Impromptu Speaking
Job Interview
Opening/Closing Contest
Best Informed Greenhand
Co-Op
Poultry Judging
Land/Soil Judging
Farm Power

Leadership Development Events

Greenhand Conference | 9th Grade
Made for Excellence Conference | 10th Grade
Advanced Leadership Academy | 11th Grade
Sacramento Leadership Experience | 12th Grade
State Leadership Conference | 9th – 12th Grade
National FFA Conference | 9th – 12th Grade
Fairs & Shows

Fairs:
Porterville Fair
California State Fair & Exposition
Tulare County Fair

Shows:
Sierra Winter Classic
Orange Blossom Klassic
Red Wave
Western Bonanza

Emerging Agricultural Technologies Pathway

Strathmore High School established the Emerging Agricultural Technologies (E.A.T.) Pathway in August 2011. The E.A.T. pathway is designed for students who have a strong desire and passion for the agriculture industry and have clear career goals that focus on an agricultural sector.

Students enter the E.A.T. Pathway as a cohort group, meaning the students they enter high school with will be together for the duration of their time at Strathmore High School, unless they choose to leave the pathway program. Once a student enters into the E.A.T. Pathway they have the option at the end of their freshman year to choose a specific focus area or strand within the pathway. Students can choose from Plant and Soil Science, Ornamental Horticulture, Agriscience College Preparation Course Sequences. Students will then follow the pathway map for required courses as shown below.

Career Pathway: Plant and Soil Science

<table>
<thead>
<tr>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture EAT/Agriculture Earth and Space EAT</td>
<td>Agriculture Biology P EAT</td>
<td>Sustainable Agriculture P EAT/Plant and Soil Science EAT</td>
<td>Crop Science EAT</td>
</tr>
</tbody>
</table>

Career Pathway: Ornamental Horticulture

<table>
<thead>
<tr>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture EAT/Agriculture Earth and Space EAT</td>
<td>Agriculture Biology P EAT</td>
<td>Ornamental Horticulture/Floral Design P/Plant and Soil Science EAT</td>
<td>Ornamental Horticulture/Floral Design P/Plant and Soil Science EAT</td>
</tr>
</tbody>
</table>

Caitlyn Indendi AGED 539
### Career Pathway: Agriscience

<table>
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<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Earth and Space EAT</td>
<td>Agriculture Biology P</td>
<td>Sustainable Agriculture P EAT</td>
<td>EAT Capstone</td>
</tr>
</tbody>
</table>

### Career Pathway: Veterinary Science

<table>
<thead>
<tr>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Agriculture EAT/ Animal Science</td>
<td>Agriculture Biology P</td>
<td>Animal Anatomy and Physiology</td>
<td>Introduction to Applied Veterinary Science</td>
</tr>
</tbody>
</table>

The E.A.T. pathway is a unique opportunity for students to challenge themselves and better prepare for college and careers. Hands-on learning and work-based projects are an essential element of the E.A.T. pathway. Students are taken on field trips and industry tours to expose them to all areas of the agriculture industry. New and innovative technology is also a part of this pathway; students have access to iPads, laptop computers, GPS units, soil testers, microscopes and much more.
Advisor's Message

Dear Strathmore FFA Members and Supporters,

The future is continually looking brighter for Strathmore FFA. As we move into the future, Strathmore High School has established the Emerging Agricultural Technologies (E.A.T.) Pathway. This pathway is an exciting opportunity for local agricultural students to enter a learning environment that focuses more on agricultural based education and relating other core classes to agriculture instruction. The E.A.T. Pathway challenges students, teachers, parents and community members to move Agricultural Education into the leading edge of the sciences and technology that modern agriculture requires. The Emerging Agricultural Technologies Pathway is available to any and all students attending PUSD high schools, we currently have a freshman and sophomore classes enrolled and have an expected 90 students for the 2021-2022 school year.

Strathmore FFA has progressed over the years and it is a promising future for the agriculture students, agriculture teachers, parents and community members involved. Progress can be seen in increased attendance at FFA meetings, students working harder and being more conscientious about their duties and their work, increased participation in speaking teams and other competitive events, and increased numbers of students participating in a wider range of activities associated with the fair. All of this proves that Strathmore FFA is on the right track in developing students to be successful in their high school careers and in turn developing the skills required to be successful in life.

A primary goal with this year's FFA officer team is to increase student participation in FFA and FFA associated activities. The numbers have increased slightly over the years, but it remains a continual challenge to get students excited and energetic about becoming involved in FFA. Our FFA leadership is working harder than ever to improve the chapter and the activities, and allow more opportunities for more members to become active and involved FFA members.

Strathmore FFA is alive and well and getting better by the day, week, month, and year. The advisors and officer team have big dreams of how we would like to see the FFA improve and develop in the future. Will you as FFA members join us in working to make these dreams a reality? This goal is at the end of a winding path throughout the school year but the goal is within our reach. The path is before us. Will you join us in walking this path to success? I hope that you will, because this path toward success will carry you forever onward throughout life.

Sincerely,

Matt Shearer
Department Chair

Anna Allen
FFA Advisor

Robert Hanger
FFA Advisor

Caitlyn Indendi
FFA Advisor

Caitlyn Indendi AGED 539
President's Message

Dear 2021-2022 Strathmore FFA Members,

On behalf of the 2021-2022 officer team, I would like to welcome you to our extended family. The officer team and advisors are greatly looking forward to serving our chapter this year. We look forward to getting to know every single member of the chapter and making sure everyone is having a great year. We plan to have many fun activities to have the opportunity to bond and have a great time with our members. We look forward to hearing all of your great ideas at our monthly chapter meetings.

FFA has so much to offer members. Are you competitive? If so you'd be perfect for a judging team. Are you in need of public speaking skills? We have competitions for you! As a member of FFA you are exposed to a variety of opportunities. We look forward to seeing you get involved with as many competitions and activities as you can.

Our officer team is here to serve for the benefit of the chapter. Darsele Andrade is our Vice President, Garren Mitchell is our Secretary, and Jaydee McLaughlin is our Treasurer. The Reporter is Naomi Martinez and the Sentinel is Arixsa Fernandez. Our officers are ready to serve the Strathmore FFA chapter and make this a fun and accomplished year.

We hope to get to know each and every single one of you throughout the many FFA activities throughout the year. We highly encourage high participation. Attending contests, activities, and meetings will allow you to gain so much. You will find friendships that will last a lifetime. You will also gain knowledge on a wide variety of skills that are needed for the "real world." We look forward to making your experience in FFA the best!

Sincerely,

Jennifer Andrade
2021-2022 President
Strathmore FFA
2021-2022 Chapter Advisors

Department Chair.................................Matt Shearer
FFA Advisor.........................................Robert Hanger
FFA Advisor.........................................Caitlyn Indendi
FFA Advisor.........................................Anna Allen

2021-2022 Chapter Officers

President- Jennifer Andrade

Jennifer is currently a senior at Strathmore High School and has been an active FFA member all four years. She served last year as our Chapter Treasurer and has been on numerous CDE and LDE teams including, Citrus Judging, Impromptu Speaking, and Opening/Closing teams. She has shown market hogs since her freshman year at both Tulare and Porterville Fairs. Jennifer would like to pursue her dream of becoming an Ag Teacher one day and plans to attend COS-Tulare when she graduates and then transfer to Fresno State to earn her teaching credential.

Vice President- Darsele Andrade

Darsele is a sophomore at Strathmore High School. Even with the COVID restrictions, she still managed to be one of the most active freshman; participating on the Best Informed Greenhand team and attending the virtual State FFA conference as a voting delegate for our chapter. Darsele’s SAE project is showing market hogs at both Porterville and Tulare Fair. One of her biggest goals for the chapter is to get more students involved.

Caitlyn Indendi AGED 539
Secretary - Garren Mitchell

Garren is currently a senior at Strathmore. This is his first year serving as an FFA Officer but he has been very involved since his freshman year. Garren has attended several conferences such as the State FFA Conference as well as Made For Excellence and Advanced Leadership Academy. His SAE project is a home garden where he grows vegetables for his family and others. He also volunteers at a ranch in Springville where he gets hands-on experience with livestock and farm equipment.

Treasurer – Jaydee McLaughlin

Jaydee is currently a senior and has been very active since her freshman year. She not only has been involved in FFA with Citrus Judging, Opening/Closing, and worked as a summer intern at our school farm, but she has been involved with water polo and softball as well. Jaydee’s SAE projects include a horse care service and she plans on showing a market hog at the 2022 Porterville Fair.

Reporter – Naomi Martinez

Naomi is currently a sophomore at Strathmore High School. This is her first year serving as an FFA officer but she began her involvement as a freshman showing chickens at the Porterville Fair. She plans to continue showing poultry this year and hopes to move to a larger animal when our new facilities are complete.

Sentinel - Arixsa Fernandez

Arixsa is the other sophomore on our officer team this year. She was selected as the Star Greenhand for the 2020-2021 year. Arixsa has participated in the Forestry Challenge, Best Informed Greenhand team, and performed for both the regular Creed Speaking contest as well as the Spanish Creed contest. She started off with a Breeding Rabbit SAE project and plans to show a market hog at Porterville Fair. One of her goals for the chapter this year is to have more fundraisers.
Chapter Officer Duties

PRESIDENT
The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda. The office of President is open to juniors and seniors only, unless there are no qualified members of these grade levels then the office of President is open to sophomores.

VICE PRESIDENT
The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, work with advisor(s) and chapter officers on Chapters Program of Activities (POA) and work closely with the President and chapter advisors to assess progress toward meeting chapter goal. The office of Vice President is open to juniors and seniors only, unless there are no qualified members of these grade levels then the office of Vice President is open to sophomores.

SECRETARY
The Secretary shall prepare the agenda for each chapter meeting, prepare and read the minutes of each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer. The office of Secretary is open to sophomores, juniors, and seniors.

TREASURER
The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, maintain the financial records of the chapter, present a financial report at each chapter meeting, serve as the chair of the fundraising committee, and submit all bulletin announcements. The office of Treasurer is open to sophomores, juniors, and seniors.
**REPORTER**

The Reporter shall work with local newspapers, radio, television, and service clubs to get information about chapter events/activities out to the community. The Reporter shall write articles for the FFA New Horizons magazine, manage and maintain the Strathmore FFA Facebook page as well as other social media outlets with the assistance of the Advisor(s), and serve as the chapter photographer and prepare slideshow presentations for the end of the year banquet and other award ceremonies. The office of Reporter is open to sophomores, juniors, and seniors.

**SENTINEL**

The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, reserve the meeting room and see that it is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments, assist the President in maintaining order during meetings/activities, and announce the Member of the Month award recipients at chapter meetings. The office of Sentinel is open to sophomores, juniors, and seniors.

**HISTORIAN**

The Historian shall prepare displays of chapter activities, assist the reporter with photography and writing articles for the media, and welcome members and guests at official functions (along with the Sentinel). The Historian will also be charged with maintaining the FFA Activities Credit Chart and keeping it updated at all times with the assistance of the advisor(s). The office of historian is open to freshman, sophomores, juniors, and seniors.

**PARLIAMENTARIAN**

The Parliamentarian shall train and assist officers and members in the conducting of FFA meetings, banquets and other official functions according to Robert’s Rules of Order of Parliamentary Procedure. The office of Parliamentarian is open to Freshman, Sophomores, Juniors, and Seniors.

**SWEETHEART**

The Sweetheart shall prepare and deliver words of encouragement and a spirit of friendship to chapter members, assist the Sentinel in welcoming guests and ensuring their comfort at chapter meetings and banquets, and make posters to publicize upcoming events. The office of Sweetheart is open to Freshman, Sophomores, Juniors, and Seniors.
Committee Structure and Responsibilities

The Strathmore FFA will have active and involved committees in all aspects of our student, chapter, and community operations. Select chapter members will serve as Co-Chairpersons for Committees with Officers serving as the Chairmen. All committees will meet on the first Tuesday or Thursday of the month as announced by the committee chairman.

Student Based Committees
Greenhand Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Greenhand Week, Greenhand Initiation, Big Brother/Big Sister Program
Committee Goals and Objectives:
1. Have all “little brothers” and “little sisters” attend at least 5 chapter activities throughout the year.
Committee Plans:
1. Create a Big Brother/Sister competition that lasts throughout the whole year with the winning team being invited to the End of the Year Trip.
2. Have one lunchtime activity every day of Greenhand Week.

Pathway Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Galaxy 9 Recruitment, Pathway Showcase, Advisory Board
Committee Goals and Objectives:
1. To design and order a pathway shirt for all members of the Pathway to be worn every Wednesday at school.
2. To recruit at least 50 freshmen for the pathway for the following school year.
3. Have at least one member of the committee attend every Advisory Board Meeting.
Committee Plans:
1. Create a script and practice for the Galaxy 9 Showcase.
2. Put together a hands on and interactive booth for the Pathway Showcase.

Farm Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Maintain the School Farm
Committee Goals and Objectives:
1. By the end of the year, have the poultry barn cleaned up and fixed.
Committee Plans:
1. Host Farm Clean Up Days for members to help maintain the farm
Chapter Based Committees

Events Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: All community service and chapter events (excluding meetings)
Committee Goals and Objectives:
1. Throughout the year, have 100% of our members participate in at least one event.
2. Host at least one community service event every month.
Committee Plans:
1. Calendar out the year over the summer and decide and schedule all events.
2. Have monthly meetings to plan events and stay organized.

Fundraising Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Plan and execute all fundraisers
Committee Goals and Objectives:
1. Raise at least $3000 throughout the year through chapter fundraisers.
Committee Plans:
1. Pop-up fundraiser in the fall
2. Pop-up fundraiser in the spring

Community Based Committees

Appreciation
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Send out Thank you Cards
Committee Goals and Objectives:
1. Ensure that all supporters of our chapter receive a thank you card within one week of their contribution.
Committee Plans:
1. Print out thank you cards at the beginning of the year that will last us all year
2. Meet the day after an event to write thank you cards to contributors.

Publicity Committee
Chairman: Co-Chairman:
Members:
Committee Responsibilities: Signs, Newspaper Articles, Newsletter, and Social Media
Committee Goals and Objectives:
1. Have at least 5 articles published in the Porterville Recorder or the FFA New Horizons within the year.
Committee Plans:
1. Appoint a member to write an article about every event, at the event.
2. After a large event, submit the article to the Newspaper.
3. One week prior to events, meet to make posters and send social media updates

Caitlyn Indendi AGED 539
Chapter Goals

Our 2021-2022 FFA officer team created the following chapter goals:

1. **Develop Strong and Effective Chapter Leadership**
   - Develop and strengthen communication skills
   - Increase student involvement & participation
   - Expand leadership classroom resources/supplies
   - Develop and maintain chapter scrapbook
   - Improve secretary & treasurer record keeping
   - Increase & improve agriculture leadership curriculum & resources
   - Develop and maintain SHS FFA Facebook page and Newsletter

2. **Develop and Strengthen Agriculture Resources and Curriculum**
   - Increase Supervised Agricultural Experience (SAE) projects in areas such as livestock, agriculture mechanics, ornamental horticulture, work experience, etc.
   - Expand curriculum technology resources – teaching/learning tools
   - Expand and develop Ornamental Horticulture / Floral curriculum
   - Expand and develop Veterinary Science curriculum and resources

3. **Expand Student Involvement and Participation**
   - Increase student attendance and participation at chapter meetings
   - Increase student attendance and participation at the sectional level
   - Increase SAE projects (animal, plant, and mechanics)
   - Expand FFA competition opportunities /judging teams
   - Improve organization and planning of events/activities
   - Increase sectional, regional, state and national FFA applications
   - Implement a big brother/big sister program for freshmen to improve freshmen participation throughout the year

4. **Develop Strong Recruitment & Retention Program**
   - Strengthen and expand middle school relationships & communication
   - Maintain / improve recruitment presentations & education
   - Increase Emerging Agricultural Technologies (E.A.T.) pathway enrollment
Calendar of Activities

July:
21-23  Chapter Officer Retreat
24-27  Regional Officer Leadership Conference

August:
4-6   California Youth Expo (Tulare Ag Center)
12   First Day of School
13-14  Sectional Officer Leadership Conference
19   FFA Ice Cream Social
20-21  Change Makers Summit
20   Tulare Fair Entries Due
26   Sequoia Section CATA Meeting (Woodlake)
30   Back to School Night

September:
2   Opening/Closing Interest Meeting @ Lunch
6   Labor Day - Holiday
15-19  Tulare County Fair
22   Greenhand Leadership Conference (Lemoore)
23   FFA Meeting 6pm in Cafeteria
25   Sequoia/Tulare Kings Chapter Officer Leadership Conference
28   Sequoia FFA Meeting (TBD)

October:
2   El Diamonte - Cotton Judging Contest
7   Mt. Whitney - Opening/Closing Contest
19   Sequoia Opening/Closing Contest (Tulare Union)
21   FFA Meeting 6pm in Cafeteria
27-31  National FFA Convention

November:
4-5   New Professionals
4   Hanford Cotton Contest
5   COS New Member Field Day
6   Fresno State - Cotton Judging State Finals
11   Holiday - Veteran’s Day
12   San Joaquin Region Spanish Creed
13   Minarets High School - Natural Resources/Creed/Impromptu
16   Sequoia Section Career Night
18   FFA Fall Awards Banquet 6pm in Cafeteria

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19-20  CATA Regional Roadshow and Meeting
25-26  Holiday - Thanksgiving

**December:**
30-4  NAAE Conference
1  Sequoia/Tulare Kings Banking Contest - El Diamonte
9  FFA Meeting @ Lunch - Cookie Decorating
    Sequoia Section Speaking Contests - Tulare
11  Reedley Middle College - Natural Resources Contest
    Golden West - Citrus Contest
13  Online State Degree Workshop
16  Last Day of Fall Semester

**January:**
1  Holiday - New Years Day
8  Porterville College - Citrus Contest
    Reedley - Tree Pruning
10  First Day of Spring Semester
13  Apps Due (State Officer, Committee Chair, Nominating Committee)
14  San Joaquin Region Officer Applications Due
15  Dinuba - Vine Pruning Contest
    El Diamonte - Citrus Judging Contest
17  Holiday - MLK Day
22  Reedley College - FD and Natural Resources Finals
24  State Degree Applications Due
25  FFA Meeting @ Lunch
29  Selma - Vine and Tree Pruning

**February:**
1  State Star Applications Due
4-5  MFE/ALA #1 (Visalia)
4  San Joaquin Regional Proficiency Applications Due
    SJR Speaking Manuscripts Due
5  Arbuckle Field Day
    Fresno State - Winter State Finals
6-7  MFE/ALA #2 (Visalia)
8-10  World Ag Expo
12  San Joaquin Region Officer Screening
    Chico Field Day
16  State Conference Registration Due
17  Sequoia/Tulare Kings Parli-Pro - Monache
18  San Joaquin Region Speaking Finals

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19-26  National FFA Week
18    No School
21    Holiday - Presidents Day
21-23  State Proficiency Scoring
22    FFA Meeting @ Lunch
25    State Agriscience Fair Applications Due in AET
26    San Joaquin Region CATA/FFA Meeting (Mission Oaks)

**March:**
1-4    Sacramento Leadership Experience
2    Sequoia BIG/Co-Op (COS Tulare)
4-5    UC Davis Field Day
5    West Hills College Field Day
11    San Joaquin Region Parli-Pro Finals
12    Merced Field Day
14-18  Dinuba Field Day
      Spring Break
22    FFA Meeting @ Lunch
24    LDE State Finals
25    Parli-Pro State Finals
26-29  State Conference (Sacramento)

**April:**
2    Cosumnes River College Field Day
    Reedley College Field Day
    Gridley Field Day
7    Sequoia/Tulare Kings State Degree Banquet
9    Fresno State Field Day and State Finals
12    FFA Meeting @ Lunch
15    No School
18    No School
19    Sequoia Sectional Officer Interviews
21    Sequoia Election Meeting

**May:**
7    Cal Poly - State Finals
10-15  Porterville Fair
17    Sequoia CATA Meeting (Exeter)
19    Spring FFA Awards Banquet
20    American Degree Applications Due in AET

**June:**

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## Expenses

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<td>FFA T-Shirts/Sweatshirts</td>
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<td>Sectional FFA Dues</td>
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## Income

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<td>Reimbursement for Officer Shirts</td>
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<td>Reimbursement for Visalia Adventure Park</td>
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<td>November</td>
<td>Fall Pop-Up Sale</td>
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<td>March</td>
<td>Spring Pop-Up Sale</td>
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<td>Porterville Fair Banner Award</td>
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<td>May</td>
<td>Porterville Fair Landscape Award</td>
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<tr>
<td>May</td>
<td>Porterville Fair Clean Stall Award</td>
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Chapter History

Strathmore FFA State Degree Recipients

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<th>Name</th>
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<tr>
<td>1951-1952</td>
<td>Joe Cadell</td>
<td></td>
<td>Nich Milanesio</td>
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<tr>
<td></td>
<td>Jerry Farley</td>
<td></td>
<td>Elvirea Ramirez</td>
</tr>
<tr>
<td></td>
<td>Johnny Sola</td>
<td></td>
<td>David Sharp</td>
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<tr>
<td></td>
<td>Harold Spuhler</td>
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<td>Dennis Spuhler</td>
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<tr>
<td>1952-1953</td>
<td>Cody Noel</td>
<td></td>
<td>Rick Winfree</td>
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<td></td>
<td>David Gill</td>
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<td>Alan Guire</td>
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<td></td>
<td>Leo Royster</td>
<td></td>
<td>Rayetta Hood</td>
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<tr>
<td></td>
<td>LeRoy Spuhler</td>
<td></td>
<td>Dave Milanesio</td>
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<tr>
<td></td>
<td>Chales Aeshbacker</td>
<td></td>
<td>Connie Lvallen</td>
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<td>1956-1957</td>
<td></td>
<td></td>
<td>Andrew Veeman</td>
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<tr>
<td></td>
<td>Richard Collins</td>
<td></td>
<td>Sharon Fiske</td>
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<tr>
<td></td>
<td>Richard Craig</td>
<td></td>
<td>Cathy Harris</td>
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<td>1959-1960</td>
<td></td>
<td></td>
<td>Pam Oxford</td>
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<tr>
<td></td>
<td>John Weldon</td>
<td></td>
<td>Matt Pettus</td>
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<tr>
<td>1960-1961</td>
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<td>Vicky Veeman</td>
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<tr>
<td></td>
<td>Arlo Awbrey</td>
<td></td>
<td>1980-1981</td>
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<tr>
<td>1962-1963</td>
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<td></td>
<td>Martin Loeffler</td>
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<tr>
<td></td>
<td>Pete Wren</td>
<td></td>
<td>1981-1982</td>
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<tr>
<td>1963-1964</td>
<td></td>
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<td>Regina Bray</td>
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<td></td>
<td>Don Awbrey</td>
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<td>Blane Lipper</td>
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<td>1965-1966</td>
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<td>Mandy Veeman</td>
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<td></td>
<td>Dave Wren</td>
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<td>1982-1983</td>
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<td>1966-1967</td>
<td></td>
<td></td>
<td>Lisa Pettus</td>
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<td>1989-1990</td>
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<td></td>
<td></td>
<td></td>
<td>Corinna Christian</td>
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<tr>
<td></td>
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<td>Carrie Manning</td>
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<tr>
<td></td>
<td></td>
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<td>Teresa Shaw</td>
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Caitlyn Indendi AGED 539
1991-1992
Kaycie Dimmitt
Cherie Snodgrass
1995-1996
Shawna Conner
Joshua Flowers
Michelle Gates
Jim Heuer
Angela Moreno
1996-1997
Christopher Frisk
Juan Garcia
Pete Lara
Jouie Padilla
Steven Stewart
1998-1999
Rachelle Bevans
Laura Crawford
Jessie Nichelson
Justin Flowers
Jaime Drane
1999-2000
Charlie Abee
2003-2004
Erin Hanger
2005-2006
Lorraine Robles
Robert Hanger
2007-2008
Ryan Clifton
Jakob Duffin
Jaime Paredes
Guadalupe Velasquez
2008-2009
Emily Clifton
Brian Deatherage
Geostan Duffin
Chris Gemmel
2009-2010
Lauryn Brown
Brenna Guire
Chad Hughes
Nathaniel Jayroe
Maria Nunez
Sarah Spuhler
2010-2011
Kyle Brem
2011-2012
Amy Clifton
Austin Della
2012-2013
Taylor Brown
Morgan Whinery
2013-2014
Shain Braziel
Anna Clifton
Marisa Tsuboi
2015-2016
Tyson Brem
Jade Church
2016-2017
(Type Name Here)
2017-2018
Tanner Nuckols
Willow Werlhof
2018-2019
Richard (Ricky) Loftin
Jacob Martinez
Jon Hillen
2019-2020
Daniel Trejo
2020-2021
Carson Nuckols

Chapter History Continued
American Degree Recipients

1968-1969
Richard Sheriff
1974-1975
David DePaoli
1978-1979
Steve Milanesio
1980-1981
Dave Milanesio
1981-1982
Dennis Spuhler
1998-1999
Josh Flowers
Jim Heuer
2003-2004
Charles Abee
2009-2010
Jakob Duffin
Robert Hanger
2010-2011
Emily Clifton
Ryan Clifton
Chris Gemmel
2012-2013
Geostan Duffin
2013-2014
Kyle Brem
Lauryn Brown
2014-2015
Taylor Brown
2015-2016
Shain Braziel
Amy Clifton
2016-2017
2017-2018
2018-2019
Tanner Nuckols
2019-2020
Willow Werlhof
2020-2021

Caitlyn Indendi AGED 539
Honorary Degree Recipients

2013-2014
Scott Scheufele

2014-2015

Outstanding Award Recipients

2013-2014
Tyson Brem
State Winner
Diversified Livestock Production Proficiency

2014-2015
Tyson Brem

Leadership History

1966-1967
Richard Sheriff
San Joaquin Region President

1967-1968
Richard Sheriff
California State Sentinel
1971-1972
David DePaoli
San Joaquin Region Reporter

2000-2001
Charles Abee
National Delegate

2001-2002
Briana Frankiewich
National Delegate

National Chapter Award

2014
State - Gold

2015
State - Gold
Nationals - 2 stars

2016
State - Gold
Nationals - 2 stars

Caitlyn Indendi AGED 539
Points Award System

The Strathmore FFA keeps an accurate and up-to-date points award system for all members of our chapter. Members are required to get at least three points per semester to be in good standing with the chapter. The Points Award System is kept in record by the chapter’s secretary which is shared with the chapter advisors via Google Docs. At every FFA event the secretary is responsible for providing a sign-in sheet to keep track of attendance, and thus award points to members who earn them. At the end of the year the top ten members with the most points are rewarded with an all-expense paid trip. The points are given out as thus:
- All Chapter/Sectional/State FFA events and meetings - 1 point
- Fundraisers – 1 point for every goal reached (Usually for every 5 items sold)
- Showing an animal for the Porterville or Tulare Fair - 1 point
- Speaking Contests – 1 point
- Competing on a judging team – 1 point

Example:

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<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<th>G</th>
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FFA Information
FFA Mission and Vision Statement

Vision
- PUSD students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.
- Strathmore FFA students will have the skills and knowledge to be prepared for networking and interacting with fellow FFA members and professionals at the local, sectional, regional, state and national levels. Strathmore FFA students will also be prepared for premier leadership, personal growth and career success through agricultural education.

Mission
- The mission of PUSD is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.
- The Mission of the Strathmore FFA is to dedicate the time and effort in making a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
  - To accomplish its mission the Strathmore FFA will:
    - Develop competent and assertive agricultural leadership.
    - Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
    - Strengthens the confidence of agriculture students in themselves and their work.
    - Promotes the intelligent choice and establishment of an agricultural career.
    - Encourages achievement in supervised agricultural experience programs.
    - Encourages wise management of economic, environmental and human resources of the community.
    - Develops interpersonal skills in teamwork, communications, human relations and social interaction.
    - Builds character and promotes citizenship, volunteerism and patriotism.
    - Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship

**Selected Expected Graduate Outcomes:**
- *Critical thinking and problem solving skills*
- *Cultural awareness and the ability to collaborate with diverse groups*
- *Technical skills in digital media applications and information management*
- *Effective communication skills of listening, speaking and writing*
- *Creativity and innovation*
- *Leadership, self-management and organizational skills obtained through real world applications and community involvement*
- *Adaptability, responsibility and ethical behaviors*
- *The ability to navigate the global world of work and further their education*

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**FFA Emblem**

Many organizations have logos they use as part of their identity. As with most logos, the FFA emblem is symbolic. It contains five separate elements. Each element represents items or ideals that are important to the organization and its members.
The cross-section of an ear of corn serves as the emblem’s foundation, just as corn has historically served as a foundation crop in American agriculture. Corn is also a symbol of unity because it is native to America and it is grown in every state. The rising sun appears in the center of the emblem and symbolizes progress in agriculture and the confidence FFA members have in the future. The plow is a symbol of labor and tillage of the soil. The owl represents knowledge and wisdom. The eagle is perched on top of the emblem and serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture. Finally, the words, “Agriculture Education” surrounding the letters “FFA” indicate that the FFA is an important part of the agricultural education program.

FFA Creed

The FFA Creed is a basic statement of beliefs and a common bond between members. The creed was written by E.M. Tiffany and adopted at the 3rd National FFA Convention. It was revised at the 38th and 63rd conventions to reflect changes in FFA members and the agricultural industry.

The FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds - achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.
I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

**FFA Colors and Motto**

**Colors**
The National FFA Organization chose national blue and corn gold as its official colors in 1929. As the blue field of our nation’s flag and the golden fields of ripened corn unify our country, the FFA colors give unity to the organization.

**Motto**
Many important things come in small containers. Although a diamond ring takes up a little space, it is extremely valuable. So it is with the FFA motto. The motto has just 12 words, but those words are powerful.

```
Learning to do
Doing to learn
Earning to live
Living to serve
```
FFA Official Dress

One of the most unifying elements for any group is its uniform. In FFA, the uniform members wear to local, state and national functions is called official dress. It provides identity and gives the organization a distinctive and recognizable image.

Proper Use of the FFA Jacket
- The jacket is to be worn only by members.
- The jacket should be kept clean and neat at all times.
- The back of the jacket includes only: a large official FFA emblem, the name of the state association and the name of the local chapter, district or area. The front of the jacket includes only: a small official FFA emblem, the name of the individual, one office or honor and the year of that office or honor.
- The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
- The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
- The jacket should only be worn to places that are appropriate for members to visit.
- School letters and insignia should not be attached to or worn on the jacket.
- When the jacket becomes too faded and worn to wear in public, it should be discarded or the emblems and lettering should be removed.
- The emblems and lettering should be removed if the jacket is given or sold to a non-member.
- A member should act professionally when wearing the official FFA jacket.
- Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substances including tobacco and alcohol and serve to discourage others from inappropriate behavior.
- All chapter degree, officer pins, and other award medals should be worn beneath the name on the right side of the jacket, with the exception that a single State FFA charm and American FFA key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket; these should represent the highest degree earned, the highest office held and the highest award earned by the member.

Official FFA Dress
- Official dress for female members is a black skirt, white blouse with blouse with official FFA scarf, black shoes, and official jacket zipped to the top. Black slacks may be worn for traveling and outdoor activities.
• The official dress for male members is black slacks, white shirt, official FFA tie, black shoes, black socks and the official jacket zipped to the top.

**FFA Code of Ethics**

People are always observing you. Your actions when you wear the FFA jacket or represent the organization become part of the organization’s image. To keep the image of the FFA and members sharp, delegates at the 1952 National FFA Convention adopted a Code of Ethics for FFA members to follow. The FFA Code of Ethics still protects the FFA image. It also guides members to make positive, healthy choices – and not only during FFA activities. The code of ethics guidelines are good to follow during all occasions and functions.

**The FFA Code of Ethics**

• FFA Members conduct themselves at all times to be a credit to their organization, chapter, school, community and family. I pledge to:
  • Develop my potential for premier leadership, personal growth and career success
  • Make a positive difference in the lives of others.
  • Dress neatly and appropriately for the occasion.
  • Respect the rights of others and their property.
  • Be courteous, honest and fair with others.
  • Communicate in an appropriate, purposeful and positive manner.
  • Demonstrate good sportsmanship by being modest and winning and generous in defeat.
  • Make myself aware of FFA programs and activities and be an active participant.
  • Conduct and value a supervised agricultural experience program.
  • Strive to establish and enhance my skills through agricultural education in order to enter a successful career.
  • Appreciate and promote diversity in our organization.
**FFA Degrees**

**Greenhand Degree**
To be eligible for to receive the Greenhand FFA Degree from the chapter, a member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, motto, salute and FFA mission statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate knowledge of the FFA Code of Ethics and the proper use of the FFA Jacket.
5. Demonstrate knowledge of the history of the organization, the chapter constitution and bylaws and the chapter Program of Activities.
6. Personally own or have access to the *Official FFA Manual* and the *Official FFA Student Handbook*.
7. Submit a written application for the Greenhand FFA Degree.

**Chapter Degree**
To be eligible to receive the Chapter FFA Degree from the chapter, a member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience (SAE) program and be enrolled in an agriculture course.
3. Have participated in the planning and conducting of at least three official functions in the chapter’s Program of Activities.
4. Have earned and productively invested at least $150 by the member’s own efforts, or worked at least forty-five hours in excess of scheduled class time, or a combination thereof, and have developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in the FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
10. Submit a written application for the Chapter FFA Degree.
**State Degree**
To be eligible to receive the State FFA Degree from the state association, a member must meet the following minimum qualifications:

1. Must have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program.
4. Have earned and productively invested at least $1,000 or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience (SAE) program.
5. Demonstrate leadership ability by:
   a. Performing 10 procedures of parliamentary law
   b. Giving a six-minute speech on a topic relating to agriculture or FFA
   c. Serving as an officer, committee chairperson or participating member of a chapter committee.
6. Have satisfactory scholastic record as certified by the local agricultural education instructor and the principal or superintendent.
7. Have participated in the planning and completion of the chapter's Program of Activities.
8. Have participated in at least five different FFA activities above the chapter level.
9. Have participated in at least 25 hours of community service, within at least two different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

**American Degree**
To be eligible to receive the American FFA Degree from the National FFA Organization, a member must meet the following minimum qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in the activities on the chapter and state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or have completed at least the equivalent of 360 hours of systematic secondary school instruction in agricultural education and one full year of enrollment in a postsecondary agricultural programs, or have completed the program of agricultural education offered in the secondary school last attended.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience (SAE) program, through which the member has exhibited comprehensive planning and managerial and financial expertise.
5. Have earned $10,000 and productively invested at least $7,500, or have earned and productively invested at least $2,000 and worked 2,250 hours in excess of scheduled class time. Any combination of hours multiplied by a factor of 3.56 plus dollars must be equal to or greater than $10,000. Hours used for the purpose of producing earnings reported as productively invested income shall not be duplicated as hours of credit to meet the minimum requirements for the degree.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by the principal or superintendent.
7. Have participated in at least 50 hours of community service, within at least three different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.
8. Applicants must submit an application with the signatures of the chapter president, chapter advisor, superintendent or principal, and state advisor or state executive secretary, certifying accuracy of all statements in the application and that the applicant conducted him/herself in a manner to be a credit to the organization, chapter and community.

**Supervised Agricultural Experience (S.A.E.)**

What if you could get classroom credit and FFA awards for doing what you like: experimenting with careers, earning money, building a resume and having fun? You can – with a Supervised Agricultural Experience (SAE) program. An SAE is a program you design to gain hands-on experience and develop skills in agricultural career areas that interest you.

You choose an SAE program that lets you discover, explore, experience and excel in careers. In the meantime, you gain skills and experience that pay off in areas of life. Your SAE program can lead you toward personal growth, premier leadership, and career success.

An SAE program is not just another class assignment or graduation requirement. You are truly in charge of your SAE! Although your agriculture teacher will help you learn related information and keep good records, the success or failure of your SAE is up to you. It's an exciting opportunity to prove your abilities to future employers – and to yourself.

Caitlyn Indendi AGED 539
Strathmore FFA SAE Program

- The Chapter will encourage all members to maintain a Supervised Agriculture Experience (SAE) program.
- The Chapter will encourage members to compete at shows with their SAE.
- All Chapter members are expected to work as a team at all fairs and shows.
- The Chapter will conduct an Exhibitors/Parent evening to inform parents and members of a member’s responsibilities.
- The Chapter will require parents of all first time exhibitors to attend a meeting conducted by the Chapter Advisors. This meeting will serve as an informal session to allow parents and exhibitors to become aware of the expectations and responsibilities placed on the Chapter exhibitor.
- All projects exhibited at fairs and shows by members of the Chapter must be entered in the FFA division and only with Advisor approval and supervision.
- Members exhibiting at fairs must maintain academic requirements set forth by Strathmore High School and the Strathmore Agriculture Department and FFA. In order to participate in any activity beyond the chapter level, an individual must maintain at least a 2.0 GPA, cannot have more than one F, and cannot have received less than a C grade in any Agriculture class the last eligibility period to the event.
- Members are encouraged to apply for local, regional and state proficiency awards.
- Members are encouraged to apply for advanced degrees (i.e. State FFA Degree)
- Members are encouraged to compete in the Local Project Competition.
- Members are required to follow project Advisor’s recommendations concerning their SAE.
- Members are encouraged to strive to improve and develop their SAE each year.
- Encourage members to develop skills within their SAE through participation and appropriate judging teams.
- Members are encouraged to attend demonstrations, breeding shows, and equipment shows which will enable them to increase their efficiency and knowledge of their SAE.

Student Leadership

Leadership is the ability to guide or influence others to work towards a meaningful goal while helping each to develop themselves as group members. Leadership is the ability of a well-adjusted person to handle people, to inspire or influence the actions of others, to make decisions or to move a group to action. Leadership is a contribution to the establishment and attainment of group processes. Therefore, leadership is a quality of group action.

Public Speaking

- Prepared Public Speaking
- Extemporaneous Public Speaking
- Creed Speaking (freshman students only)
- Parliamentary Procedure

Caitlyn Indendi AGED 539
• Job Interview
• Opening and Closing Ceremonies Speaking Contest

**Degrees and Awards**
• Encourages every member to apply for Greenhand and Chapter Farmer FFA Degree
• Encourage every qualified member to apply for the State and American FFA degree
• Encourage members to apply for State Proficiency Awards

**Officer / Leadership Training**
• Annual Chapter Retreat for chapter officer team
• Leadership Training Conference for all officers
• San Joaquin Regional Boot Camp for all officers
• Sectional & Regional Officer Training
• Assist and attend the California State FFA Conference
• Made for Excellence Leadership Training / Advanced Leadership Academy / Sacramento Leadership Experience

**Meetings**
• Conduct meetings in an orderly fashion by utilizing Parli-Pro
• Have regularly scheduled Chapter Officer meetings and Chapter Meetings
• Encourage every member to attend and participate at all meetings
• Send delegates to all Sectional, Regional, and State

**Offices**
• Encourage local members to run for local, sectional, regional, and state offices.
• Invite Sectional, Regional, and State Officers to speak to your chapter
Fairs and Official Show Uniforms

**FFA Show Uniform**
All students showing a livestock animal with Strathmore FFA is required to wear the official FFA Show Uniform.

**Male Students:**
- ✓ White Pants/Jeans
- ✓ White button-up, collared shirt
- ✓ Boots (black or brown)
- ✓ Belt (match boots)
- ✓ Official FFA Tie*
- ✓ Official FFA Jacket*

**Female Students:**
- ✓ White Pants/Jeans
- ✓ White button-up, collared shirt/blouse
- ✓ Boots (black or brown)
- ✓ Belt (match boots)
- ✓ Official FFA Scarf*
- ✓ Official FFA Jacket*

*Strathmore FFA Chapter has a supply of ties and scarves for students as well as official FFA Jackets that can be supplied to students who do not own a jacket.

If you would like to order an Official FFA Jacket please contact Mrs. Allen, Mr. Hanger, Ms. Indendi or Mr. Shearer.
Fairs

The Strathmore FFA Chapter is involved in several fairs throughout the year. The livestock and agricultural mechanics projects are exhibited throughout the state, where the chapter wins many awards and honors. The animals that are exhibited include market and breeding sheep, market and breeding beef, market and breeding swine, market and breeding meat goats, dairy cattle, market and breeding poultry and dairy goats.

The Fairs that are attended are:
- Tulare County Fair
- Porterville Fair
- California Youth Expo

The following pages provide estimated budgets for livestock projects.

Caitlyn Indendi AGED 539
Poultry Meat Pen Project
Student Co-Op Project

Your student has expressed interest in being a part of the Student Poultry Co-Op Project at Strathmore High School raising meat pen chickens for the 2022 Porterville Fair and Auction. Students will work cooperatively raising meat pen chickens for auction in May. A rotation schedule will be set up so that two or three students will be required to go to the SHS Farm afterschool to clean pens, feed and water chickens and check for any health concerns or issues with the chickens. The advisor will supervise students, provide guidance on the project and assist with the overall success of the co-op.

Students that wish to be a part of this poultry meat pen cooperative are required to pay an initial cost of $60.00, this will cover the purchase of the chickens, feed, and other supplies needed for this project during an eight-week raising period. The Advisor will keep all receipts and purchase orders on record if any issues arise.

Students will be assisted with filling out entry forms and will be turned into the livestock office by the advisor in a timely manner. Students will be required to pay the entry fees for a poultry meat pen of two birds at the cost of $15.00 as well as purchase an exhibitor pass at a cost of $10.00, totaling $25.00 for entry fees and exhibitors pass.

Cost Breakdown: Chicks & Feed $60.00 (Initial cost)
Entry Fees & Exhibitors Pass $25.00 (one set of two meat birds)
Bedding $5.00
Total $90.00

Caitlyn Indendi AGED 539
## Swine Project

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<td>Hog*</td>
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<td>Feed</td>
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<td>Supplies</td>
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<tr>
<td>Entry Fees</td>
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<td>Bedding</td>
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<td><strong>Total</strong></td>
<td><strong>$750.00</strong></td>
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The cost shown above is for the first time showing a hog project. Each additional year a student shows a hog, they will not be required to purchase the show cane, feed pan, or show brush unless they have lost their equipment.

*Students have the option of paying more for a pig to increase their chances of winning at the fair, but it is not recommended unless the student has a buyer to cover the cost before going to the fair.*

**Feeding:** Hogs need to be fed approximately 5-6lbs of feed per day. The feeding should be done first thing in the morning and again in the evening. The feed is a corn based high protein mixture.

**Exercise:** Hogs need to be taken out of the pen and exercised at least three times each week. They need to be walked for about 15-20 minutes each time.

**Washing:** Hogs need to be washed at least twice each week. When washing hogs, students need to use conditioner and not shampoo. Shampoo will dry out their skin.

**Insurance:** This fee covers your animal in the event that it dies for any natural reason. The insurance reimburses the student for the cost of the animal and feed.

**Vet Fee:** This fee is to cover the cost of any medication or veterinary charges that may occur during the project.

Caitlyn Indendi AGED 539
**Sheep Project**

Cost breakdown:

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<th>Cost</th>
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<td>Insurance</td>
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<td>Feed</td>
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<tr>
<td><strong>Total (approx.)</strong></td>
<td><strong>$650.00</strong></td>
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</tbody>
</table>

The cost shown above is for the first time showing a lamb project. Each additional year a student shows a lamb, they will not be required to purchase the halter, or feed trough unless they have lost their equipment.

*Students have the option of paying more for a lamb to increase their chances of winning at the fair, but it is not recommended unless the student has a buyer to cover the cost before going to the fair.*

**Feeding:** Sheep need to be fed approximately 2-3lbs of feed per day. The feeding should be done first thing in the morning and again in the evening. Feed consists of a grain mixture and a small amount of hay.

**Exercise:** Sheep need to be taken out of the pen and exercised at least three times each week. They need to be walked for about 15-20 minutes each time.

**Washing:** Sheep can be washed once a month as the weather warms. White wool breeds can be washed more frequently closer to fair with a purple based shampoo.

**Insurance:** This fee covers your animal in the event that it dies for any natural reason. The insurance reimburses the student for the cost of the animal and feed.

**Vet Fee:** This fee is to cover the cost of any medication or veterinary charges that may occur during the project.
Meat Goat Project

Cost breakdown:

- Goat* $350.00
- Insurance $16.25 (6.5% of total cost of animal)
- Feed $200.00
- Supplies $50.00
- Entry Fees $40.00
- Bedding $40.00

Total (approx.) $700.00

The cost shown above is for the first time showing a goat project. Each additional year a student shows a goat, they will not be required to purchase the halter, or feed trough unless they have lost their equipment.

*Students have the option of paying more for a goat to increase their chances of winning at the fair, but it is not recommended unless the student has a buyer to cover the cost before going to the fair.

Feeding: Goats need to be fed approximately 2-3lbs of feed per day. The feeding should be done first thing in the morning and again in the evening.

Exercise: Goats need to be taken out of the pen and exercised at least three times each week. They need to be walked for about 15-20 minutes each time.

Washing: Goats need to be washed at least once each week. When washing Goats, students need to use conditioner and not shampoo. Shampoo will dry out their skin.

Insurance: This fee covers your animal in the event that it dies for any natural reason. The insurance reimburses the student for the cost of the animal and feed.

Vet Fee: This fee is to cover the cost of any medication or veterinary charges that may occur during the project.
Steer Project

Cost breakdown:
- Steer* $1500.00
- Insurance $70.00 (6.5% of total cost of animal)
- Feed $500.00
- Supplies $100.00
- Entry Fees $40.00
- Scotch Comb $20.00
- Bedding $100.00
- Show Stick $20.00
- Grooming Supplies $50.00

Total (approx.) $2500.00

The cost shown above is for the first time showing a beef cattle project. Each additional year a student shows a steer, they will not be required to purchase the equipment unless they have lost their equipment.

*Students have the option of paying more for a steer to increase their chances of winning at the fair, but it is not recommended unless the student has a buyer to cover the cost before going to the fair.

Feeding: Steers need to be fed approximately 18-20lbs of feed per day. The feeding should be done first thing in the morning and again in the evening. Feed for steers consists of a grain mixture and hay.

Exercise: Steers need to be taken out of the pen and exercised at least four times each week. They need to be walked for about 15-20 minutes each time. This is an excellent time to practice using the show stick.

Washing: Steers need to be washed at least twice each week. When washing steers, students need to blow dry their steer whenever possible to train hair and stimulate hair growth.

Insurance: This fee covers your animal in the event that it dies for any natural reason. The insurance reimburses the student for the cost of the animal and feed.
Dairy Cattle Project

Cost breakdown:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heifer</td>
<td>$1500.00</td>
</tr>
<tr>
<td>Feed</td>
<td>$800.00</td>
</tr>
<tr>
<td>Bedding</td>
<td>$100.00</td>
</tr>
<tr>
<td>Entry Fees</td>
<td>$30.00</td>
</tr>
<tr>
<td>Supplies</td>
<td>$100.00</td>
</tr>
<tr>
<td>Breeding Costs</td>
<td>$100.00</td>
</tr>
<tr>
<td><strong>Total (approx.)</strong></td>
<td><strong>$2500.00</strong></td>
</tr>
</tbody>
</table>

The cost shown above is for the first time showing a dairy cattle project. Each additional year a student shows a heifer, they will not be required to purchase the equipment unless they have lost their equipment.

*Students have the option of paying more for a heifer to increase their chances of winning at the fair, but it is not recommended unless the student has a buyer to cover the cost before going to the fair.*

**Feeding:** Heifers need to be fed approximately 18-20lbs of feed per day. The feeding should be done first thing in the morning and again in the evening.

**Exercise:** Heifers need to be taken out of the pen and exercised at least three times each week. They need to be walked for about 15-20 minutes each time.

**Washing:** Heifers need to be washed at least twice each week.

**Insurance:** This fee covers your animal in the event that it dies for any natural reason. The insurance reimburses the student for the cost of the animal and feed.

*Dairy heifers are a two-year commitment. The heifer will be shown at the first fair, then bred, and then shown pregnant at the second fair.*

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Strathmore FFA Chapter Constitution
Revised December 2021

Article I.- Name and Purpose

Section A. The name of this organization shall be the “Strathmore FFA Chapter” #CA0239

Section B. The purposes for which this chapter was formed are as follows:

1. To develop competent, aggressive rural and agricultural leadership.
2. To create and nurture a love for agricultural and country life.
3. To strengthen the confidence of students of agriculture in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agricultural occupations.
5. To encourage members in the development of individual farming and other programs and establishments in agriculture.
6. To encourage members to the farm and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II.- Organization

Section A. The Strathmore FFA Chapter is a chartered local entity of the Sequoia Section of the California FFA Association, which is chartered by the National FFA Organization.

Section B. This Chapter accepts in full the provisions in the constitution and bylaws of the California FFA Association as well as those of the National FFA Organization.

Article III.- Membership

Section A. Membership is limited to students enrolled in vocational agricultural classes at Strathmore High School.

Section B. Membership in this Chapter shall be of three kinds: Active, Alumni, and Honorary, as defined by the National FFA Constitution.
Section C. The regular work of this Chapter shall be limited to the Active Membership.

Section D. Honorary Membership in this Chapter shall be limited to those individuals who have received the Honorary Chapter FFA Degree.

Section E. Names of applicants for membership shall be filed with the Chapter Secretary

Section F. Active Members in good standing may vote on all business brought before the Chapter. An Active member shall be considered in good standing when:
1. He/she attends a minimum of 6 chapter activities per semester (2 must be FFA meetings)
2. They show an interest in, and take part in the affairs of the Chapter.
3. They pay all bills within 30 days or have made prior arrangements with advisors.
4. They are a true representative of the FFA as perceived by the Chapter Executive Committee.
5. They are academically eligible to participate in activities according to the policy as established by Strathmore High School.

Article IV. - Emblems

Section A. The emblem of the FFA shall be the emblem for the Chapter.

Section B. Emblems used by members shall be designated by the National FFA Organization.

Article V. - Membership Degrees and Privileges

Section A. There shall be four degrees of Active Membership in this Chapter. These degrees are: Greenhand Degree, Chapter FFA Degree, State FFA Degree, and American FFA Degree.

Section B. All members holding the Greenhand FFA Degree are entitled to wear the bronze emblem pin, all members holding the Chapter FFA Degree are entitled to wear the silver emblem pin, all members holding the State FFA Degree are entitled to wear the gold emblem charm, and all members holding the American FFA Degree are entitled to wear the gold emblem key.

Section C. Minimum qualifications for obtaining the four degrees of Active Membership shall be those listed in the National FFA Constitution.

Section D. Chapter Officers shall review the qualifications of members and make recommendations to the Chapter concerning degree advancement.
Article VI. – Chapter Officers

Section A. The Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel, with the option of adding the positions of Historian, Parliamentarian and Chaplain as seen fit by the Agriculture Advisors. The local Advisor(s) shall be the teacher(s) of agriculture in the school where the Chapter is located. The Officers shall perform the following duties:

1. The President shall preside over and conduct meetings according to accepted parliamentary procedure, keep members on the subject and within the time limits, represent the Chapter in public and at official functions, coordinate Chapter efforts by keeping in close touch with the other Officers and Advisor(s), preside over meetings and meet beforehand with advisors to set-up and type agenda. The office of President is open to Juniors and Seniors only, unless there are no qualified members of these grade levels then the office of President is open to Sophomores.

2. The Vice President shall assist the President when needed, oversee committee work, preside at meetings in the absence of the President, appoint committees and serve on them as an ex-officio member to them, work with advisor(s) and chapter officers on Chapters Program of Activities (POA) and work closely with the President and chapter advisors to assess progress toward meeting chapter goal. The office of Vice President is open to Juniors and Seniors only, unless there are no qualified members of these grade levels then the office of Vice President is open to Sophomores.

3. The Secretary shall prepare the agenda for each chapter meeting, prepare and read the minutes of each chapter meeting, attend to official correspondence, count and record rising votes when taken, prepare chapter membership records, issue membership cards, and call meetings to order in the absence of the presiding officer. The office of Secretary is open to Sophomores, Juniors, and Seniors.

4. The Treasurer shall assist chapter advisors with receiving, recording and depositing FFA funds, assist in preparing the chapter budget, maintain the financial records of the chapter, present a financial report at each chapter meeting, serve as the chair of the fundraising committee, and submit all bulletin announcements. The office of Treasurer is open to Sophomores, Juniors, and Seniors.

5. The Reporter shall work with local newspapers, radio, television, and service clubs to get information about chapter events/activities out to the community. The Reporter shall write articles for the FFA New Horizons magazine, manage and maintain the Strathmore FFA Facebook page as well as other social media outlets with the assistance of the Advisor(s), and serve as the chapter photographer and
c

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prepare slideshow presentations for the end of the year banquet and other award ceremonies. The office of Reporter is open to Sophomores, Juniors, and Seniors.

6. The Sentinel shall set up the meeting room and care for Chapter paraphernalia and equipment, attend the door during meetings and welcome visitors, reserve the meeting room and see that it is comfortable, take charge of candidates for degree ceremonies, and assist with special activities and refreshments, assist the President in maintaining order during meetings/activities, and announce the Member of the Month award recipients at chapter meetings. The office of Sentinel is open to Sophomores, Juniors, and Seniors.

7. The Historian shall prepare displays of chapter activities, assist the Reporter with photography and writing articles for the media, and welcome members and guests at official functions (along with the Sentinel). The Historian will also be charged with maintaining the FFA Activities Credit Chart and keeping it updated at all times with the assistance of the advisor(s). The office of Historian is open to Freshman, Sophomores, Juniors, and Seniors.

8. The Parliamentarian shall train and assist officers and members in the conducting of FFA meetings, banquets and other official functions according to Robert’s Rules of Order of Parliamentary Procedure. The office of Parliamentarian is open to Freshman, Sophomores, Juniors, and Seniors.

9. The Chaplain shall prepare and deliver words of encouragement and a spirit of friendship to chapter members, assist the Sentinel in welcoming guests and ensuring their comfort at chapter meetings and banquets, and make posters to publicize upcoming events. The office of Chaplain is open to Freshman, Sophomores, Juniors, and Seniors.

10. The Advisor(s) shall assist the Officers in running the Chapter and advise them as the need arises. The Advisor(s) shall also assist the Chapter Historian in preparing the FFA Activity Credit Chart and assist the Chapter Reporter in managing the Strathmore FFA Facebook page.

Section B. Officers of the Strathmore FFA shall be elected and announced annually at the End of the Year Banquet. Applications will be made available to members and be due three weeks prior to the March meeting. The applications will be screened by a committee consisting of senior officers and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of senior officers, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done
in one of two ways, depending on the number of candidates and/or the preference of the committee:
(1) The ballot will consist of two applicants slated for the offices of President, Vice
President, Secretary, Treasurer, Reporter, Sentinel, Historian, Parliamentarian and Chaplain. Each slated candidate may slide once to an office below the
office for which they are slated.
(2) The committee may select candidates to be placed on the ballot but not slate them
for a particular office. All candidates on the ballot will give election speeches at
the March meeting. The chapter will then vote for the individuals that they want
to hold officer positions for the upcoming school year. After the election, the
elected individuals will meet with the chapter advisor(s) to decide who will fill
each officer position.

Section C. To be eligible to run for Chapter Office you must:
1. Hold Chapter FFA Degree. Freshmen holding the Greenhand FFA Degree
may run for the offices of Secretary, Treasurer, Reporter, Sentinel, Historian, Parliamentarian or Chaplain.
2. Three weeks prior to the election the applicant’s application must be
turned in to the Advisor(s). If application is not in on time, the applicant
will forfeit.
3. Be in good standing with the Chapter as outlined in Article III, Section D
of the Strathmore FFA Constitution.
4. Must be academically eligible when his/her serving term begins and
maintain a 2.5 GPA.
5. Be enrolled in an agricultural class in the upcoming school year.

Section D. The Chapter Officers, with the exception of the President, whose vacancy
shall be filled by the Vice President, shall appoint all Officer vacancies during the term.

Section E. An officer can be removed from the officer team at any time for conducting
himself/herself in a manner that is unbecoming of a chapter officer as determined by
the fellow officers and advisor(s). (Possible examples include but are not limited to: Not
fulfilling duties as required by the Constitution, not portraying the image of a FFA
member as established by the Chapter Executive Committee, losing respect of fellow
Chapter Officers, Members, Advisor(s), or the community.) The vote to remove an
officer must be carried by two-thirds of the Chapter Executive Committee.

Section F. An Officer missing a meeting, leadership conference, or other responsibility
must provide a written explanation to the chapter advisor(s) three weeks prior to the
event, except in uncontrolled circumstances or extreme emergencies. If an officer
does not provide written explanation to the chapter advisors in a timely manner the
officer is subject to Impeachment.
4. Must be academically eligible when his/her serving term begins and maintain a 2.5 GPA.
5. Be enrolled in an agricultural class

Section D. Greenhand Officer Duties:
1. Be in complete uniform at every Chapter FFA Meeting.
2. Attend one executive meeting a month. The executive meeting will be the meeting immediately prior to the chapter meeting, unless otherwise stated by the advisor(s).
3. Fill in for a chapter officer and assume their duties and responsibilities if they are unable to attend.
4. Assist their Chapter Officer in completing all of their duties and responsibilities.
5. Assume the responsibilities of co-chair of their Chapter Officers committee(s).
6. Plan, prepare, and run one Chapter Meeting a year.

Article VIII. Executive Committee

Section A. The chapter officers shall be members of the Executive Committee.

Section B. Chairpersons for FFA Week, Kiddy Day, Holiday Food Basket Drive, Roping Fundraiser and all other committees deemed necessary shall be elected by the chapter officers, with consultation from the Advisor(s), to represent those committees at an executive committee meeting. Chairpersons for the above mentioned committees shall have an equal vote on the FFA Executive Committee.

Section C. Executive Committee members may not miss more than two consecutive executive meetings without an advance notice of the absence to the FFA Advisor(s) or Chapter President.

Section D. The Advisor(s) and honorary members shall be non-voting members.

Section E. The duties of the executive committee shall be as follows:
1. Meet regularly, prior to monthly chapter meetings to plan an agenda.
   a. Executive Committee members are required to attend weekly meetings that will be determined by the committee at the beginning of each school year.
   b. Changes to the date, time and/or location of weekly Executive Committee meetings must be approved by the Chapter President and FFA Advisor(s) no less than 3 days before the next meeting.
   c. All Executive Committee members are to arrive at weekly meetings on time and prepared to take notes, discuss agenda items, etc.
Section G. Any Officer who is placed on academic probation will be forced to resign, in writing, at the first appropriate FFA Chapter Executive Committee meeting. In this case, the office will be filled as seen fit by the remaining chapter officers and advisors.

Section H. Chapter Officers shall have scheduled weekly meetings, to be determined by the officer team and Advisor(s). All officers are required to attend weekly meetings and contribute to agenda items and group discussion. See Article VII Section E.

Article VII. Greenhand Officers

Section A. The Greenhand Officers of the Chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel.

Section B. Greenhand Officers of the Strathmore FFA shall be elected and announced annually at the Fall Awards Banquet. Applications will be made available to members and be due three weeks prior to the October meeting. The applications will be screened by a committee consisting of the Chapter President, Greenhand Committee Chairman, and the chapter advisor(s). Selected applicants will be interviewed by a committee consisting of the Chapter President, Greenhand Committee Chairman, the chapter advisor(s), and others as selected by the chapter advisor(s). After each candidate is interviewed, the committee shall determine the slate of candidates for the ballot. This may be done in one of two ways, depending on the number of candidates and/or the preference of the committee:

(1) The ballot will consist of two applicants slated for the offices of President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. Each slated candidate may slide once to an office below the office for which they are slated.

(2) The committee may select candidates to be placed on the ballot but not slate them for a particular office. All candidates on the ballot will give election speeches at the October meeting. The chapter will then vote for the individuals that they want to hold officer positions for the upcoming school year. After the election, the elected individuals will meet with the chapter advisor(s) and committee to decide who will fill each officer position.

Section C. To be eligible to run for Greenhand Office you must:

1. Be a 1st year agriculture student with the intent of receiving the Greenhand Degree.
2. Three weeks prior to the election the applicant’s application must be turned in to the Advisor(s). If application is not in on time, the applicant will forfeit.
3. Be in good standing with the Chapter as outlined in Article III, Section D of the Strathmore FFA Constitution.

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2. Enforce and if needed, revise or amend Strathmore FFA Constitution and Bylaws.
3. Recommend members for Greenhand and Chapter FFA Degrees.

**Article VIII. Impeachment of Officers**

**Section A. Immediate Impeachment.** The FFA Advisor(s) may at any time, at their own discretion, remove an officer who has repeatedly disregarded his/her duties by not fulfilling them to his/her best ability and as outlined in the chapter constitution Article VI.

**Section B. Steps for Impeachment**
1. Any FFA Chapter Officer not fulfilling the duties of the office as described by this constitution will be required to meet with fellow officers and the advisor(s) to discuss a plan for improvement.
2. A written plan for improvement will be created by the advisor(s) based on the discussion of the meeting in Step 1, and will be confirmed and signed by the FFA President, Vice President and the officer in question.
3. If the officer in question still does not fulfill his/her duties, a two-thirds vote of the executive committee will remove that officer from office.

**Article IX. Chapter Meetings**

**Section A.** Regular Chapter meetings shall be held once a month during the school year at such a time and place designated by the Chapter Executive Committee.

**Section B.** Standard meeting equipment and supplies shall be used at each meeting. All meetings and special FFA events shall open and close with the official FFA opening and closing ceremonies. Parliamentary Procedure shall be used to conduct all business at each meeting.

**Section C.** One-third of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business in transacted or a vote take committing the chapter to a proposal or action.

**Section D.** Members are to act according to Strathmore High School expectations and behavior policy. Poor conduct by any member will result in that member being dismissed from the meeting room. Members are to turn off all cell phones and electronic devices during the time of the official meeting.

**Section E.** Chapter Officers are required to attend all monthly chapter FFA meetings in official dress. Chapter officers will arrive one hour before the chapter meeting begins.
and help set-up and prepare for the meeting. Chapter officers will stay after the completion of the meeting to clean-up and supervise after meeting activity. Once the after meeting activity is complete and the meeting room is cleaned chapter officers are to check-out with the FFA Advisor(s) before leaving.

**Article X. Chapter Delegates to the State Convention**

**Section A.** The two official delegates to the State FFA Convention must go through an application process headed by the executive committee to be able to represent the chapter at the state convention.

**Section B.** Any number of other delegates may be named by the Advisor(s) and executive committee as necessary in order to have proper representation at various other FFA meetings and/or conferences within the state.

**Article XI. Membership Dues**

**Section A:** Full local, State, and National Dues shall be paid by the chapter.

**Article XII. Fairs and Shows Exhibitors Eligibility**

**Section A.** Eligibility of members exhibiting at fairs and shows will be based on the Strathmore FFA Livestock Manual, signed contracts by student and parent/guardian and the Advisor(s) discretion.

**Section B.** Members who wish to show with Strathmore FFA must attend a mandatory Parent-Student Livestock Meeting, review the Livestock Manual and turn in signed contracts for student and parent.

**Section C.** Any FFA members who wish to show with Strathmore FFA must be academically eligible and be considered an active member in good standing of the Strathmore FFA as stated in the chapter constitution Article III Section D.

**Article XIII. Amendments**

**Section A:** The executive committee will convene annually to evaluate the constitution and make any necessary modifications or amendments for the benefit of the chapter.

**Section B:** The constitution may be amended at any regular chapter meeting by a two-thirds vote of the active membership present providing it is not a conflict with the State and National Constitutions.
Article XIV. Eligibility Rules for Participation

Section A: To participate in off campus activities, a member must:
1. Have a 2.0 GPA with no "F's" in all subjects and a "C" or better in his/her Agriculture class.
2. Members must show citizenship, proper behavior and conduct at all FFA and School activities and while wearing the FFA jacket.
Chapter Applications
Strathmore FFA Chapter Officer Application
Due: Wednesday, March 2, 2022 to Mr. Hanger

1. Name of Applicant

2. Home Address
   City Zip

3. Home Phone ( ) Cell Phone: Email:

4. Grade in School Years in Ag GPA # of FFA Points

5. Please indicate your preference for office slating position
   (Place a 1 in first choice, 2 in second choice, 3 in third choice, etc.)
   ___ President ___ Vice-President ___ Secretary ___ Historian*
   ___ Treasurer ___ Reporter ___ Sentinel ___ Parliamentarian*
   *These offices are additional offices, elected on an as-needed basis.

6. What knowledge or skills do you have that would make you qualified for the positions you chose?
   1st Choice:

   2nd Choice:

   3rd Choice:

7. What is your SAE or what plans do you have for a Supervised Agricultural Experience Program?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

8. Why do you desire to be an FFA officer?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

9. What do you think the responsibilities of an FFA officer should be?

   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

10. In your opinion, what are the characteristics necessary of a leader?

   ___________________________________________________________

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11. In your opinion, what are SHS FFA traditions that should be kept and what could be done to improve our chapter?

12. List the top 5 FFA Activities that you have participated in.
   1. 
   2. 
   3. 
   4. 
   5. 

13. In your opinion what could be done to get more students involved in the FFA?

Statement of Commitment

If elected to an officer position you are committing to:

- Participate in leadership development activities such as officer retreats, officer meetings, all chapter meetings and other FFA Sectional, Regional, and State activities.
- Make fulfilling your duties as an FFA Chapter Officer a priority. (It is understood that many students participate in many activities but your leadership role in FFA must be at the top of your list of responsibilities with Academics ranking as your top priority!)
- Fulfill your officer duties as stated in the Official FFA Manual and the Strathmore FFA Constitution.
- Promote and support the FFA in your home and community.
- Maintain a 2.5 GPA with no failing grades.
- Understand that if your GPA falls below 2.5 or if you are failing any class, you will be suspended or removed from office by the FFA Advisor.

If your answer is yes to all of the above criteria, please sign your name below:

Applicants signature: ____________________________ Date: __________

Parental Support Commitment

You as a parent or guardian are an important part in your child’s decision to serve as a Chapter Officer. If you are willing to support him/her in their endeavors as a Chapter officer please sign below.

Signature of Parent or Guardian ____________________________ Date: __________

Caitlyn Indendi AGED 539
Made for Excellence and Advanced Leadership Academy

Application

Sophomores, juniors and seniors... want to meet other sophomores and juniors from around the valley? Are you looking for a reason to dust off your FFA Jacket after the fair? Or are you simply looking for a way to gain leadership skills? No matter the reason the Made for Excellence or Advance Leadership Academy Conferences are valuable leadership conferences you would enjoy attending.

The Made for Excellence (MFE) Conference is for sophomores. The conference covers topics in self-esteem building, motivation, self-improvement, time management and building a positive attitude.

The Advanced Leadership Academy (ALA) Conference is for juniors and seniors. The Conference topics are verbal communication, interviewing, and presentation techniques.

DETAILS
When: February 19-20th 2022.
Where: Visalia Marriott
300 S. Court St.
Visalia, CA 93291
How much: $75.00 early registration / $100.00 after December 22nd
Included in registration: Conference T-Shirt and conference materials
Deadline to go: Apply by Friday, Jan 29, 2022

INSTRUCTIONS
• Complete this application to the best of your ability.
• Print neatly using blue or black ink (or type).
• Turn in the application on Strathmore FFA Google Classroom by 4:00pm Friday, January 29, 2022.
• Wait patiently until you hear who the lucky students will be. 😊😊

Caitlyn Indendi AGED 539
(Those students who are chosen will be notified by Friday, December 10th, 2021).

Made for Excellence and Advanced Leadership Academy

Application

Name: ________________________________

Phone #: _____________________________

Email: ________________________________

Which Conference would you be attending:  ____ MFE (10th)  ____ ALA (11th/12th)

Shirt Size: ____________________________

Minimum Requirements:

• 2.0 GPA (current term)
• Not failing any classes
• A "C" or better in your Agriculture classes (current school year)
• Have attended at least three (3) chapter FFA activities (current school year)

Which agriculture class do you have: (circle all that apply to you)

Ag Biology  Animal Science  Ag Mechanics 1/2/3/4

OH  Capstone  Floral

How do you think you will benefit by attending the MFE or ALA conference?

What are your three best leadership qualities?
What FFA activities have you attended this year? What activities are you planning on attending in the future?

Out of all of the students applying to go to this leadership conference, why should we select you?

If selected to attend the MFE or ALA Conference, I agree to actively participate in conference activities. I understand that I will be representing Strathmore FFA and Strathmore High School and that my actions need to reflect Strathmore in a positive manner.

Student’s Signature ____________________________ Date ____________

I understand that if selected to attend this leadership conference, my son/daughter would possibly be missing one day of school depending on the date of the conference. I also understand that my child will be receiving leadership training as it pertains to the FFA program.

Parent/Guardian Signature ____________________________ Date ____________

Caitlyn Indendi AGED 539
FFA Greenhand Leadership Conference
Conference Date – Wednesday, Sept. 22nd
Application Due by: Thursday, September 17th

Print Name: ____________________________
What Agriculture class(es) do you currently have? ________________________________
Current GPA: __________

1. Explain what you hope to gain at the conference? Can this be brought back to the Strathmore FFA Chapter, and if so, how will you implement it? (use the back side of the paper if needed)

2. What FFA Activities have you been involved in or PLAN to become involved in so far?

3. Will you be participating in the FFA fundraisers this year? How?

4. List judging team activities that you are interested in:

5. Will you attain your Greenhand Degree this year? _____ YES _____ NO

The eligibility criteria to attend the conference:

1. Overall 2.0 GPA minimum, with no D’s or F’s in any class for the current grading period.
2. Application is turned in by Friday, September 17, 2021.
3. In good standing with school attendance.

Note: Student will have an excused absence to attend this leadership conference.

Signature of FFA Member: ____________________________ Date: __________

Signature of Parent/Guardian: ____________________________ Date: __________

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Supporting Materials

9:

Recruitment Program - Brochure
Outdoor classrooms and real world learning!

Gain hands-on experience by working our 13 acre farm. We grow a variety of crops including corn, pumpkins, tomatoes and peppers. Study hydroponics in our CropBox and aquaponics unit. Everything produced is sold fresh in the Spartan Farm Market.

STRATHMORE HIGH SCHOOL
22568 Avenue 196
Strathmore, CA
(559) 568-1731
About the EAT Pathway

EAT students are challenged through rigorous coursework, as well as through internships, community service, and partnerships with industry professionals. The skills gained, both in and out of the classroom, will prepare EAT students to be responsible and ethical citizens, who are aware of the impact of agriculture both locally and globally.

Pathway Highlights

- Spartan Farmer's Market (student run enterprise)
- College and industry field trips
- Aquaponics
- Crop Box (hydroponics)
- Internships
- FFA Leadership program

EAT Program of Study

- Intro to Agricultural Technologies
- Crop Science
- Animal Science
- Animal Anatomy and Physiology
- Ag Biology
- Sustainable Agriculture
- Veterinary Science
- Ornamental Horticulture
- Floral Design
- Ag Mechanics 1-4
- Capstone Class - Spartan Farmer's Market
THE SPARTAN MARKET

Student grown produce for a student-run market!

The Spartan Market operates out of the big red barn out on the farm. We sell fresh produce, plants and eggs that have been planted, cared for, and harvested by Pathway students. Working at the Spartan Market is a real world lesson in Ag Business!

COMING IN AUGUST 2022

Agriculture Research Facility

The Strathmore Tech Ag Research Facility will offer state-of-the-art equipment and technology! The new lab rooms are designed to model those in the Ag industry allowing you to use cutting-edge technologies, conduct research experiments and prepare for college and careers!
The Spartan Market is run by EAT Pathway students and sells student grown produce and student created projects.

Strathmore High School
Emerging Agriculture Technology Pathway

Matt Shearer
EAT Pathway, Department Lead

Contact Us
22568 Avenue 196
Strathmore, CA 93267
(559) 568-1731
Supporting Materials
10:

FFA Chapter Scrapbook
Supporting Materials 10: FFA Chapter Scrapbook

Strathmore FFA’s scrapbook is no longer available in a paper version. Currently the Strathmore FFA website is serving as our chapter scrapbook. The website is a useful tool in capturing our chapter’s success.
Supporting Materials

11:

Summer Activity Plan/Calendar
# JULY 2021

<table>
<thead>
<tr>
<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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**NOTES**

**Dark Blue/Green** = FFA activities ABOVE chapter level

**Orange** = Activities for Ag Teachers ONLY

**Red** = Strathmore High School/IPUSD activities

**Blue** = Strathmore FFA chapter activities
## AUGUST 2021

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<th>SUNDAY</th>
<th>MONDAY</th>
<th>TUESDAY</th>
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<td></td>
<td>CA Youth Expo (Tulare Ag Center) Jayde McLaughlin</td>
<td>CA Youth Expo</td>
<td>CA Youth Expo Teacher prep Day</td>
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<td>9</td>
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<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
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|        |        |         | Freshman Parent Orientation | First Day of School! | SOLC ————>
| 15     | 16     | 17      | 18        | 19       | 20     | 21       |
|        |        |         | Ch. Off. Lunch Mtg | FFA Ice Cream Social 3:30-4:00pm @ Ag Building | Change Makers Summit Tulare Fair Entries Due ————>
| 22     | 23     | 24      | 25        | 26       | 27     | 28       |
|        |        |         | Ch. Off. Lunch Mtg | SQ CATA Mtg. (Woodlake) |        |
| 29     | 30     | 31      | Back to School Night | Ch. Off. Lunch Mtg |        |

### NOTES

- **Dark Blue/Green** = FFA activities ABOVE chapter level
- **Blue** = Strathmore FFA chapter activities
- **Orange** = Activities for Ag Teachers ONLY
- **Red** = Strathmore High School/PUUSD activities
Supporting Materials
12:
Graduate Follow-up Survey & Results
Supporting Materials 12: Graduate Follow-up Survey & Results (R-2)

The graduate follow-up survey is something that we need to work on as a department at Strathmore High School. We try to get our seniors to utilize the survey on AET, however, once students graduate it can be hard to get them to complete things. My AGED 539 project is to create a graduate follow-up survey to send out via email or to post on google classroom for our seniors to complete before they graduate so we can then use that information to plug into the survey on AET for submission by the October 15th deadline.
Graduate Follow Up Form

*Seniors please answer the following questions to help the Strathmore Agriculture Department continue to grow.*

This will help us stay in contact with you and allow us to send you educational and career opportunities.

**Name** *

Short answer text

**Graduation Year** *

Short answer text

**Personal Email Address** *

Short answer text

**Phone Number** *

Short answer text
What are your plans after high school?

- College (2 years)
- College (4 years)
- Trade School
- Work Force
- Military
- Other

If you are still going to school is your major Ag Related? *

- Yes
- No

If you are currently working, what do you do?  

Short answer text

What about the Strathmore High School Agriculture Program did you enjoy?

Long answer text
What about the Strathmore High School Agriculture Program do you think could be improved?

Long answer text
### Graduate Exit Survey Completers

**Cohort:** Seniors in 2020-21

- The Cohort is all seniors in your account in the school year you selected WITH class enrollment in their senior year.

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<tr>
<th>Seniors with a Survey Response</th>
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<td>Seniors shown below</td>
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<td>Completion Rate</td>
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**What is your education plan after high school?**

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<td><strong>100.0%</strong></td>
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<th>Grad Yr</th>
<th>Education Plan</th>
<th>Career Plan</th>
<th>Additional Plan</th>
<th>Role of Ag</th>
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**Students:** 28
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<th>Grad Yr</th>
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<th>Career Plan</th>
<th>Additional Plan</th>
<th>Role of Ag</th>
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<td>Operate my own business with an Agricultural Focus</td>
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<td>Nicholas</td>
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<td>Work Part-time with Agriculture Focus</td>
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Students: 20
Supporting Materials 13:

Comprehensive Program Plan
Supporting Materials 13: Comprehensive Program Plan

Strathmore High School has faced a lot of turnover in agriculture department teachers and as such, the Comprehensive Program Plan has been lost over the years. It was never made digital and the physical copies have been misplaced. Part of my master’s projects will be to update and complete the Comprehensive Program Plan and put it into a digital format. The chart of responsibilities, advisory information, Program of Activities and five year acquisition plan, however, are all up to date and completed each year for submission to our Regional Supervisor for the Agriculture Incentive Grant.

My goal over the next couple of months is to work on the Comprehensive Program Plan so that all of the agriculture teachers and Regional Supervisor have access to it. Once completed it will be easier to keep updated in the future.
Supporting Materials

14:

Advisory Committee Agendas & Minutes
4:00 pm  Welcome: Allen Ishida

4:10 pm  Discussion Items:

- Senior Projects  Matt Shearer
- Gardening Projects  Matt Shearer
- Guest speakers  Mr. Lujan, Jade and James Alexander
- Upcoming & Possible Field Trips  Matt Shearer
- Guest Speaker Interests  Matt Shearer
- Student Interviews  Ruben Alvarez

4:45 pm  Roundtable:

Next meeting: TBA

Caitlyn Indendi AGED 539
Minutes
EAT Advisory Board Meeting
Strathmore Spartan Market
December 2, 2021 4:00 p.m.


Student Attendees: Jade and James Alexander.

Discussion:

Welcome: Allen Ishida welcomed everyone and thanked them for being there.

Introduction of Pathway Teachers: Mr. Shearer introduced 4 pathway teachers, Mr. Lujan, Mrs. Palermo, Mr. Gonzalez and Mr. Schalembier as well as two students who went to talk about their projects.

- Mr. Lujan is a Pathway Math Teacher, He is helping the students incorporate the math into the mapping of their projects.
- Mrs. Palermo is a Pathway Science, Yearbook and Math Teacher, she is also incorporating math into real life farming by helping with the measuring plots.
- Mr. Gonzalez is a Science teacher and also a SHS graduate, after graduating he decided to come back and work here, he is happy to see there will be an updated facility.
- Mr. Schalembier is a Pathway English Teacher for the Freshman and Sophomores.

Mr. Ishida Thanked them for being there and explained the importance of farming as well as their subjects.

Senior Projects:

- Mr. Shearer explained the Senior projects and asked if anyone would be interested in being a mentor.
- Mr. Wallace discussed how the students need the guidance and the importance of being a mentor.
- Mr. Shearer explained how mentoring will be once a week, it could be by email, or even zoom calls. They could also come in person either on Mondays or Thursdays during the class period time since most of these projects are on campus.
- Mr. Alvarez Stated how it is not a secondary job rather a guidance for the students to gather more experience in their field of interest.

Caitlyn Indendi AGED 539
• Mr. Laux might have a contact who would be a perfect mentor for the Drone project.
• Most of the Board members will be mentoring a Senior project.

Guest Speakers Jade and James Alexander:
• Jade Alexander is a student who will be doing a “Beautification Project” by planting plants all around the school. She is expecting her seeds to arrive sometime in January. Jade currently has everything mapped out for the plants that are going to be grown. Due to the drought she has chosen plants that do not need a lot of watering like the English Daisy and SnapDragon, to name a few. She is also thinking of adding Mint and Lavender.
• James Alexander is using a combo of both math and farming to build planters. James with the help of Mr. Hanger will be building the planters with the Sophomore class to raise crops in hopes to help out families.
• Mr. Shearer stated they are hoping these crops will at least help out a family of 4. They are hoping for 30 boxes this year and maybe 30 more next year.
• Mr. Hanger explained how the boxes will be made at his shop as well as the process of how they will be watered.
• Mrs. Indendi volunteered to help with the layout of the crops.

Other Senior Projects:
• Mr. Shearer went more in depth on most of the Senior projects. One of them was Leilani’s “Tattoo Ink from Flower’s Project”. She will be planting the flowers, drying them and creating ink. He also talked about Lilly’s and Jade’s “Pollinator Garden Project”. And Yovani Cisneros “Virtual Farm Project” Yovani is currently trying to create an App for a virtual farm.

Upcoming & Possible Field Trips:
Mr. Shearer shared:
• COS and Fresno State Field Trip was a success.
• AG Expo 2022 is the upcoming field trip, tickets have been ordered as well as Transportation.
• He is hoping to have more this upcoming year.

Guest Speaker Interests:
• Matt Shearer and Allen Ishida both explained their interest in having more guest speakers for the students.
• Mr. Ishida will be getting Kyler Crocker to contact Mr. Shearer.
• Mr. Laux will be a Speaker for the upcoming year.
• Other potential speakers will be a Veterinarian mentioned by Jade Alexander, a Welder mentioned by Mr. Hanger, and a Forester mentioned by Jade.
- Mr. Bramer believes David Imbach from “All Creatures Pet Care Center” will be the perfect Candidate as a Veterinarian guest speaker.

- Mr. Ishida Mentioned Doug DeLeo from “Doug DeLeo Welding, Inc.” as a possible guest speaker for Mr. Hanger’s welding class.

- Mr. Metcalf mentioned Mr. Perigo from “Perigo Company, LLC” as another possible welding speaker.

Pathway Report:

Ruben Alvarez talked about the 11th Grade Interviews which will be happening January 19th from 9:00 am to 12:00 pm.

- Mr. Alvarez explained his interest in having the Industry Partners as Interviewers. Mr. Randy Wallace, Mr. Jake Duffin and Mr. David Mabs will be interviewing the students.

- Each Industry Partner will be Interviewing for a different job title.

Roundtable:

- Mr. Bramer II talked about another potential student opportunity. He stated how food safety is a growing industry, places like Walmart, Foods Co, etc. use this kind of service like packing houses. Mr. Bramer believes this growing industry would be a great job for the students to look into.

- Mr. Duffin stated he has his own department of food safety at his company, he agrees it is a growing opportunity and believes most of these students will be the prime candidates for food safety procedures. Being in this kind of Industry exposes them to the whole farm.

Next Meeting:

January 13th 2022

Submitted By: Monica Perez

Caitlyn Indendi AGED 539
EAT Advisory Board Meeting
February 3, 2022
4:00 p.m.

4:00 pm  Welcome:  Allen Ishida

4:05 pm  Teacher Introductions

4:10 pm  Discussion Items:

- The Role of an Advisory Member  Allen Ishida
- Building Update for the CTE & Animal Facilities  Diane Rankin
- Senior Projects  Matt Shearer
- FFA Update  Mr. Hanger
- Guest Speaker Interests  Matt Shearer
- Student Interviews

4:45 pm  Roundtable:

Next meeting: March 3rd

Caitlyn Indendi AGED 539
Minutes

EAT Advisory Board Meeting

Strathmore Spartan Market

February 3, 2022

4:00 p.m.


Teacher Attendee: Ryan Born

Discussion:

Welcome: Jake Duffin welcomed everyone.

Introduction of Pathway Teacher: Mr. Shearer introduced Ryan Born as a new pathway teacher.

Mr. Born is a new Pathway Math Teacher, He took the position after Mr. Rice retired. Born has been working at SHS for more than 10 years. He is also a coach.

Building Update:

Mrs. Rankin explained how the building has been pushed back to Aug 2, 2022 .

- The Concrete will be put on the 8th starting at 3:00 am.
- Mrs. Rankin will start looking at furniture and contacting teachers about it.
- The temporary pins were built really well, and all materials used for them will also be used for the Arena.
- Construction has been done fast and everything is starting to look good.

Mr. Hanger also explained all concrete for pig pins has been poured, next will be the wash racks. And after the sheep pins will also be installed.

Building Security: To secure the animals and the facility pomegranate trees will be planted along the fence. There will also be a big security system installed as well as bright light posts.

Senior Projects:

Caitlyn Indendi AGED 539
Mr. Shearer explained many students dropped and others wanted to drop once they learned they would have to present their Senior projects to the business panthers. Therefore, instead of having a one on one presentation they thought it would be a good idea to have a “Senior Showcase” where the students would have their projects set up and the advisory members would just go and do a walkthrough of the projects. The date of the showcase is still being decided, it will possibly be sometime in May.

- Mr. Shearer explained how mentoring is once a week, and anyone who signed up should have already received an Email. Mentoring for these students could be by email, or even zoom calls. Mentors are also welcome to come in person either on Mondays or Thursdays during the class period time since most of these projects are on campus.
  Mentors should guide them in the right direction, and keep them on track. These Projects are really important, as long as the students have a mentor for their project they are considered pathway completers.
- Mr. Wallace explained to members the STEPS program in Tulare. He shared they were willing to pay Lilly Torres for her Senior project, however she declined. He believes this program is really important and it would be a huge help to a lot of students.

**FFA Update:**

- Mr. Shearer explained ¾ of the Pathway students are FFA students.
- Ms. Indendi shared that all her students have been doing really well with their animals.
- Mrs. Allen Shared she has seen a lot more students wanting to be involved, they have become really excited about having the animals at the facility. Having the Animals there also helps with the learning, it is easier to explain on a real animal rather than on a fake one. She also shared the District got the ok on field trips which allows the students to go on more competitions.
- Mr. Hanger shared that the last Pop-Up was a success; there were around 50+ vendors that attended. Therefore, there will be a second one Mar 12, 2022, they are hoping to have 60+ vendors attending.
- The Spartan Farm Market will be opening the same day. There will be a variety of vegetables being sold from Heirloom tomatoes, Cherry tomatoes, Zucchini, and a variety of succulents.

**FFA Competitions:**

- Mr. Hanger explained the importance of the competitions. For Example, “The National Chapter Award” being involved opens up more doors. There are also Scholarships.
- Mrs. Allen shared that going to the competitions alone is a great experience.
• Mr. Wallace shared his interest in having a place where it shows the students that are competing. Mrs. Brown explained to him everything can be added on Aeries from grades, experiences, awards and certificates, there is also a tag for AG cite based programs. Mrs. Allen also explained there is an AET record book that is updated every week to keep track of everything the students are doing.

**FFA Conferences:**

Mr. Hanger shared they will soon be attending two conferences.

• 3-4 students will be attending the MFE conference in Visalia this month.
• 8 students will attend the FFA state conference in Sacramento on March 26-29.

**Porterville Fair:**

Ms. Indendi shared there will be about 4 sheep.

Mr. Hanger shared that there will be 8-10 students with pigs.

Mrs. Allen shared there is a student with a calf, 3 other students want rabbits, and 5 others want chickens.

• The chicken coops could also be used for the rabbits.
• Chickens are pretty easy, and the students still get to show them. Therefore, it still allows the students to get the experience.

Mrs. Rankin explained how the district is willing to share their vans for transportation to events since 2 vehicles got their catalytic converter stolen. and one of the Vans could not get it replaced.

**Guest Speaker Interests**

Mr. Shearer and the rest of the Advisory Board shared their interest in having more guest speakers for the students.

• The Tulare County Sheriff's Department AG real Crime Unit will be contacted once again.
• COS will also be contacted. As well as other past mentions.

**Student Interviews:**

Caitlyn Indendi AGED 539
There were a total of 26 Junior students who attended their interviews. Interviews were conducted at the library at the end of January.

**Interview Input:**

- Mr. Duffin shared that the students' resumes were better than in the past. However, the dress code wasn't the best.
- Mr. Mabs explained that the interviews were not as bad as expected. However, the students did not seem to be connected. They did not seem to acknowledge their full potential.
- Mr. Wallace shared how students do not realize they have work experience that could be used as their internships. These students are so used to doing work on a daily basis that they seem to think it's nothing else.

**Pathway Update:**

Mrs. Brown shared there will be a “Pathway Sophomore Mentor Conference” at Port Naz in April. During this conference mentors are welcome to share their hiring practices with the students as well as other important information.

**Next Meeting:** March 3rd 2022

Submitted by: Monica Perez
Supporting Materials
15:

Advisory Committee
Constitution & By-Laws
EMERGING AGRICULTURAL TECHNOLOGIES PATHWAY ADVISORY BOARD BY-LAWS

ARTICLE I - NAME

The name of this board shall be the Emerging Agricultural Technologies Pathway (EAT) Advisory Board ("Advisory Board").

ARTICLE II - PURPOSE

The Advisory Board functions in an advisory capacity. It makes recommendations regarding the development and expansion of Pathway programs, curriculum activities, teacher training, and budget. The Advisory Board also assists with raising funds, recruiting students, securing internships and scholarships, and in-kind contributions to the Pathway program. Finally the Advisory Board is an integral part of the experiential learning activities for all Pathway students, bridging the gap between the classroom and the "real world".

ARTICLE III - OBJECTIVES

The primary objective of the Advisory Board is to support the following goals and policies of the Pathway program:

1. Providing expertise and direction to prepare Pathway students through course work and related experiential education for success in higher education, their careers and life.
2. Identify compensated internships and externships for Pathway students.
3. Providing training and professional development opportunities for teachers annually.
4. Providing and soliciting assistance from the business community in funding the Pathway program.
5. Enlisting the expertise of individuals in the industry to assist with development and evaluation of curriculum, student selection, scholarships and internships.
6. Advocating on behalf of the Pathway.

ARTICLE IV - ORGANIZATION

The Advisory Board will meet on the third Wednesday of each month (except August). Additional meetings may be held by committees in order to give counsel and solve specific problems dealing with fundraising, internships, curriculum, professional development for faculty, or to deal with other matters related to the Pathway program. The EAT Advisory Board and all stakeholders from the Pathway (Director, faculty, Principal) will meet during an annual meeting to complete a strategic plan for the year.
ACTICLE V - MEMBERSHIP

Section 1 - Board Composition
a. Members of the Board shall be representatives of the agriculture industry, community leaders, Porterville College, and educators. Students and parents may also be members.

b. The number of Board members ideally shall be between 15 and 20 of which ideally 75% will be from the agriculture industry.

c. Board members will serve without compensation.

d. New Board Member Orientation will be provided to inform each member about the National Academy Foundation model that the EAT Pathway intends to follow and about the responsibilities of serving on the EAT Board.

Section 2 - Term of Membership
a. Advisory Board members shall serve a minimum two year term and as long thereafter as they wish to remain active.

b. Any member may resign from the Advisory Board by giving written notice to the Chairperson. The resignation will be effective immediately upon receipt of such notice.

c. Any member who fails to attend three consecutive meetings in any academic year without notice or being excused by any member of the Executive Committee shall be considered resigned from the Board. A member will be deemed to have attended a meeting if a duly qualified substitute attends on behalf of the member.

d. Any Board member may be asked to resign from the Board at any time for any reason by a majority vote of the members of the Board. Any members not present when such a dismissal vote is taken may be polled for their vote and such vote, if obtained within 48 hours of the original vote, shall count toward the final outcome of the Board’s decision.

Section 3 - Membership Qualifications/Responsibilities
a. The selection of members shall be made without respect to race, color, creed, national origin, age, handicap, sexual orientation or gender.

b. Candidates must be nominated by a member in good standing of the Advisory Board and must be approved by a majority vote of its members.

c. Candidates must demonstrate a willingness to commit to obtaining student internships with their own firm or elsewhere in the agriculture community.

d. Candidates must commit to providing in-kind contributions when appropriate for the benefit of the Agriculture Pathway students.

e. Candidates must recognize the need for and commit to and/or assist with raising funds for the Agriculture Pathway when needed.

f. Candidates must agree to help with establishing scholarships.

g. Candidates must agree to strengthen public relations and publicity relative to the program.

h. Candidates must assist in evaluating the rigor, relevance and effectiveness of the curriculum to meet the needs of the industry, readiness for college and preparation for life.

i. Candidates must provide professional development activities for Pathway teachers and the Pathway Director.
ARTICLE VI - MEETINGS

Section 1 - Quorum

A simple majority of the Advisory Board members shall constitute a quorum for conducting Advisory Board business.

Section 2 - Voting

Each active member of the Advisory Board shall be entitled to vote on any issue presented to the Advisory Board. A duly qualified alternate in attendance at a meeting may vote on behalf of a member, but proxy votes are not allowed.

Section 3 - Agenda and Minutes

The Pathway Director will assist the Chairperson in coordinating the meetings and developing the agenda. The Pathway Director will also ensure that absent Advisory Board members will receive material and minutes distributed at the Board meetings. Minutes will be distributed at least one week prior to the next Board meeting. The Secretary or designee will record and certify minutes.

ARTICLE VII - OFFICERS

Section 1 - Chairperson

The Advisory Board shall consist of one Chairperson. The Chairperson shall be elected by the members of the Advisory Board for a term of two years.

Section 2 - Vice-Chairperson

The Advisory Board shall consist of one Vice-Chairperson. The Vice-Chairperson shall be elected by the members of the Advisory Board for a term of two years.

Section 3 - Secretary

A Secretary shall be nominated by the Chairperson and elected by the members of the Advisory Board for a term of two years.

Section 4 - Treasurer

A Treasurer may (if the office is deemed necessary by the Board) be nominated by the Chairperson and elected by the members of the Advisory Board for a term of two years.

Section 5 - Ex Officio Members

Ex officio members shall consist of selected industry leaders, state or municipal government officials and school district staff, and are non-voting members.
ARTICLE VIII - DUTIES OF THE OFFICERS

Section 1 - Chairperson

The Chairperson's duties shall be those usually pertaining to the office set forth in Robert's Rules of Order and such other duties as may be prescribed.

Section 2 - Vice-Chairperson

The Vice-Chairperson's duties shall be to direct all meetings in the absence of the Chairperson to ensure the development and maintenance of a strong and active Advisory Board.

Section 3 - Secretary

The Secretary shall keep, record and disseminate the minutes of the Advisory Board meetings. The Secretary shall also keep a current list of Advisory Board members' names, company names, email and mailing addresses and other contact information.

Section 4 - Treasurer

The Treasurer shall be responsible for keeping and reporting on the financial condition of the Academy, typically in concert with the Academy Director. The Treasurer shall report the current financial condition of the Academy at each Board meeting.

** All officers shall participate on at least one Board Committee.

ARTICLE IX - COMMITTEES

1. Executive Committee - Executive committee shall include all officers and standing committee chairs as approved by the Advisory Board.

2. Standing/Adhoc Committees - Standing and Adhoc committees shall be established by a vote of the Advisory Board.

ARTICLE X - ADMENTMENTS

These by-laws may be altered, amended, or repealed. New by-laws may be adopted by a majority vote of the Advisory Board at any regular or special meeting with thirty (30) day notification.

Final Revision 1-25-11
Supporting Materials
16:
Course Proficiency Standards
Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.
Agriculture and Natural Resources
Knowledge and Performance Anchor Standards

1.0 Academics
Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications
Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender-receiver model.
2.2 Identify barriers to accurate and appropriate communication.
2.3 Interpret verbal and nonverbal communications and respond appropriately.
2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.
2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.
2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management
Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.
3.3 Explore how information and communication technologies are used in career planning and decision making.
3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.
3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.
3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.
3.7 Recognize the importance of small business in the California and global economies.
3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.
3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.
4.0 Technology
Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking
Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety
Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
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6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.
6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.
6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.
6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.
6.6 Maintain a safe and healthful working environment.
6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility
Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)
7.1 Recognize how financial management impacts the economy, workforce, and community.
7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.
7.3 Understand the need to adapt to changing and varied roles and responsibilities.
7.4 Practice time management and efficiency to fulfill responsibilities.
7.5 Apply high-quality techniques to product or presentation design and development.
7.6 Demonstrate knowledge and practice of responsible financial management.
7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities
Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)
8.1 Access, analyze, and implement quality assurance standards of practice.
8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.
8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.
8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.
8.5 Analyze organizational culture and practices within the workplace environment.
8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employability.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.
10.0 Technical Knowledge and Skills
Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.

10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.

10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application
Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
Agriculture and Natural Resources
Pathway Standards

A. Agricultural Business Pathway
In the Agricultural Business pathway, students learn about agricultural business operation and management. Topics include accounting, finance, economics, business organization, marketing, and sales.

Sample occupations associated with this pathway:
- Agriculture Inspector
- Farm and Ranch Manager
- Sales Representative
- Business Controller
- Agricultural Credit Manager

A1.0 Demonstrate an understanding of decision-making processes within the American free-enterprise system.
  A1.1 Differentiate among the components of the American free-enterprise system and other forms of economic systems.
  A1.2 Distinguish among the main characteristics of individual proprietorships, partnerships, corporations, franchises, and cooperatives.
  A1.3 Compare the advantages and disadvantages of the types of business ownership.
  A1.4 Analyze appropriate decision-making tools and financial records to make key management decisions.
  A1.5 Analyze physical production relationships to determine optimum use levels.
  A1.6 Calculate the fixed and variable costs associated with the production of agricultural products and determine the output level that will yield maximum profit.

A2.0 Explain the fundamental economic principles of agribusiness and agricultural production.
  A2.1 Identify basic economic factors affecting agricultural production and agribusiness management decisions.
  A2.2 Communicate basic agricultural economic terminology.
  A2.3 Apply the law of supply and demand and evaluate its effect on price determination.
  A2.4 Assess how agriculture uses scarce resources to meet the needs and demands of its consumers.
  A2.5 Differentiate between elastic and inelastic supply and demand.
  A2.6 Predict how the law of diminishing returns impacts agricultural production.

A3.0 Explore the role of credit in agribusiness and agricultural production.
  A3.1 Analyze the factors that determine the cost of credit in order to select optimum credit sources (e.g., the advantages and disadvantages of borrowing from the various types of credit providers and sources for short-term, intermediate-term, and long-term credit).
A3.2 Research and discuss the criteria lenders use to evaluate repayment capacity.
A3.3 Evaluate balance sheets and cash-flow statements to determine the ability to repay loans.

A4.0 Use proper accounting principles and procedures to accomplish fiscal management and tax planning.
A4.1 Compare and contrast cash and accrual accounting systems.
A4.2 Demonstrate the use and describe the importance of budgets, income statements, balance sheets, and financial statements.
A4.3 Interpret the basis of taxation within the tax system and its impact on the economy, including the role of taxes in agribusiness.
A4.4 Analyze the role of depreciation and purchasing in tax planning and liability.
A4.5 Determine property values and complete a depreciation schedule.
A4.6 Formulate the tax obligations for an agribusiness.

A5.0 Manage risk and uncertainty.
A5.1 Explore environmental issues that impact agribusiness.
A5.2 Determine the meaning and importance of risk and uncertainty.
A5.3 Describe alternative approaches to reducing risk, including the use of insurance for product liability, property, production or income loss, and for personnel life and health.
A5.4 Maintain appropriate evidence (e.g., Point of Origin, pick/pack dates, production records) to support and defend risk management.
A5.5 Identify best practices and include in farm planning to reduce risk.
A5.6 Prepare a comprehensive risk management and contingency plan.

A6.0 Evaluate the role and value of agricultural organizations.
A6.1 Distinguish the benefits of private, public, and governmental organizations, including the value and impact of cooperatives.
A6.2 Understand how participation in organizations would be beneficial in supporting various agricultural operations.
A6.3 Identify, and electronically access, public and private agricultural organizations.

A7.0 Understand agricultural marketing systems.
A7.1 Explain how marketing functions in a free-market society.
A7.2 Compare the advantages and disadvantages of the various marketing options for agricultural products and services.
A7.3 Analyze how the law of comparative advantage affects agricultural production.
A7.4 Explore the impact of advertising, promotion, and data analysis on the marketing of agricultural products and services.
A7.5  Assess how promotion trends for agricultural products influence individuals.
A7.6  Develop a marketing plan for an agricultural product or service.

A8.0  Understand the sales of agricultural products and services.
A8.1  Determine the most effective methods for assessing customer needs and wants.
A8.2  Describe the stages in making a successful sale and the various techniques used to approach potential customers and overcome their objections.
A8.3  Examine the physiological and psychological factors that influence motivation to purchase, including the fundamental steps in making a purchase.

A9.0  Differentiate among local, national, and international agricultural markets and communicate how trade affects the economy.
A9.1  Describe how the importance of agricultural imports and exports affects state and national economies.
A9.2  Summarize how governmental, economic, and cultural factors affect international trade.
A9.3  Compare and contrast United States trade policies with those of other important trading partners.
A9.4  Research how biotechnology affects trade and global economies.
A9.5  Evaluate how different cultural values affect agricultural production and marketing.
A9.6  Explain how negotiations and bargaining agreements affect trade agreements.
A9.7  Analyze agricultural marketing strategies in other parts of the world.
B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.
   B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
   B1.2 Integrate accepted shop management procedures and a safe working environment.
   B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.
   B2.1 Identify common wood products, lumber types, and sizes.
   B2.2 Measure and lay out lumber, calculating board feet and square feet.
   B2.3 Identify, select, and implement basic fastening systems.
   B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.
   B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
   B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
   B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
   B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
   B3.5 Interpret basic agricultural electrical plans.
   B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.
B4.0 Select and apply plumbing system practices commonly used in agriculture.
   B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as
       copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene
       (ABS).
   B4.2 Explain the environmental influences on plumbing and irrigation system choices
       (e.g., filter systems, water disposal, drip vs. flood).
   B4.3 Research and communicate how various plumbing and irrigation systems are used in
       agriculture.
   B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materi-
       als and cutting list, selecting materials, joining, and testing.

B5.0 Understand agricultural cold metal processes.
   B5.1 Identify common metals, sizes, and shapes.
   B5.2 Demonstrate basic tool-fitting skills.
   B5.3 Properly lay out materials for a given project.
   B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading,
       bending).
   B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of
       materials, selecting materials, shaping, fastening, and finishing.

B6.0 Understand concrete and masonry practices commonly used in agriculture.
   B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper
       handling of concrete materials.
   B6.2 Practice bed preparation, concrete forms layout, and construction.
   B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill
       of materials, assembling, mixing, placing, and finishing.

B7.0 Understand oxy-fuel cutting and welding.
   B7.1 Explain the role of heat and oxidation in the cutting process.
   B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
   B7.3 Flame-cut metal with an oxy-fuel cutting torch.
   B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
   B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.
   B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment
       (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
   B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and
       distortion.
B8.3  Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.4  Weld a variety of joints in various positions.

B9.0  Assimilate metallurgy principles and fabrication techniques.

B9.1  Define metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2  Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3  Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4  Design project plans by using mechanical drawing techniques.

B9.5  Finish a metal project by implementing proper sequencing.

B9.6  Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).

B9.7  Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

B10.0  Understand small and compact engines.

B10.1  Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.

B10.2  Differentiate among types of small engines and their applications.

B10.3  Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).

B10.4  Troubleshoot and solve problems with small engines.

B10.5  Disassemble, inspect, adjust, and reassemble a small engine.

B10.6  Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0  Understand the principles and applications of various engines and machinery used in agriculture.

B11.1  Identify common agricultural machinery and implements.

B11.2  Calibrate, operate, and maintain equipment safely and efficiently.

B11.3  Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.

B11.4  Explain the theory, operation, and troubleshooting of hydraulic systems.

B11.5  Explain the theory, operation, and troubleshooting of power train and power take-off systems.

B11.6  Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).
B12.0 Apply land measurement and construction techniques commonly used in agriculture.

B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).

B12.2 Draw and interpret architectural plans.

B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.

B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).

B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).

B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).

B12.7 Develop clear and concise agricultural construction contracts.
C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

C1.0 Evaluate the role of agriculture in the California economy.
  C1.1 Understand the history of the agricultural industry in California.
  C1.2 Describe how California agriculture affects the quality of life.
  C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
  C1.4 Research the economic impact of leading California agricultural commodities.
  C1.5 Assess the economic impact of major natural resources in California.
  C1.6 Distinguish between the economic importance of major agricultural exports and imports.
  C1.7 Explore factors that affect food safety and producers’ responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.
  C2.1 Identify important agricultural environmental impacts on soil, water, and air.
  C2.2 Explain current environmental challenges related to agriculture.
  C2.3 Summarize how natural resources are used in agriculture.
  C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
  C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.
  C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
  C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.
C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.
C3.4 Research the laws and regulations concerning biotechnology.
C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.
C4.1 Understand the evolution and roles of domesticated animals in society.
C4.2 Differentiate between domestication and natural selection.
C4.3 Compile the modern-day uses of animals and animal by-products.
C4.4 Defend various points of view regarding the use of animals.
C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.
C5.1 Identify the function of cells.
C5.2 Analyze the anatomy and physiology of cells.
C5.3 Understand various cell actions, such as osmosis and cell division.
C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.

C6.0 Explore animal anatomy and systems.
C6.1 State the names, and find the locations, of the external anatomy of animals.
C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Comprehend basic animal genetics.
C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.
C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.
C7.3 Predict phenotype and genotype ratios by using a Punnett Square.
C7.4 Explain the fertilization process.
C7.5 Distinguish between the purpose and processes of mitosis and meiosis.

C8.0 Understand fundamental animal nutrition and feeding.
C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).
C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.
C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.
C9.0 Evaluate basic animal health.
   C9.1 Assess the appearance and behavior of a normal, healthy animal.
   C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health
       and behavior.
   C9.3 Analyze the causes and controls of common animal diseases.
   C9.4 Summarize effective techniques for controlling parasites and explain why controlling
       parasites is important.
   C9.5 Research the legal requirements for the procurement, storage, methods of application,
       and withdrawal times of animal medications, and know proper equipment handling and
       disposal techniques.

C10.0 Explain soil science principles.
   C10.1 Recognize the major soil components and types.
   C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
   C10.3 Assess water delivery and irrigation system options.
   C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.
   C11.1 Understand the anatomy and functions of plant systems and structures.
   C11.2 Identify plant growth requirements.
   C11.3 Discern between annual, biennial, and perennial life cycles.
   C11.4 Examine sexual and asexual reproduction in plants.
   C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon
       dioxide, and water in the process.
   C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.
   C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
   C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
   C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest
       management.

C13.0 Design agricultural experiments using the scientific method.
   C13.1 State the steps of the scientific method.
   C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.
D. Animal Science Pathway

In the Animal Science pathway, students study large, small, and specialty animals. Students explore the necessary elements, such as diet, genetics, habitat, and behavior, to create humane, ecologically, and economically sustainable animal production systems. The pathway includes the study of animal anatomy and physiology, nutrition, reproduction, genetics, health and welfare, animal production, technology, and the management and processing of animal products and by-products.

Sample occupations associated with this pathway:

- Veterinarian Technician
- Animal Caretaker/Kennel Operator
- Animal Breeder
- Ranch Manager
- Feed Nutritionist

D1.0 Evaluate the necessary elements for proper animal housing and animal-handling equipment.

- D1.1 Design an animal facility focusing on appropriate space and location requirements for habitat, housing, feed, and water.
- D1.2 Select habitat and housing conditions and materials, such as indoor and outdoor housing, fencing materials, air flow/ventilation, and shelters, to meet the needs of various animal species.
- D1.3 Interpret animal behaviors and execute protocols for safe handling of animals.
- D1.4 Defend the purpose and the safe and humane use of animal husbandry tools, such as hoof trimmers, electric shears, elastrators, dehorning tools, and scales.

D2.0 Apply principles of animal nutrition to ensure the proper growth, development, reproduction, and economic production of animals.

- D2.1 Assess the flow of nutrients from the soil, through the animal, and back to the soil.
- D2.2 Explore the principles for providing proper, balanced rations for a variety of production stages in ruminants and monogastrics.
- D2.3 Compare the digestive processes of the ruminant, monogastric, avian, and equine digestive systems.
- D2.4 Distinguish how animal nutrition is affected by the digestive, endocrine, and circulatory systems.

D3.0 Apply principles of comparative anatomy and physiology to uses within various animal systems.

- D3.1 Compare and contrast animal cells, tissues, organs, and body systems.
- D3.2 Develop efficient procedures to produce consistently high-quality animals that are well suited for their intended purposes.
- D3.3 Relate the importance of animal organs to the health, growth, and reproduction of animals.
D4.0 Demonstrate understanding of animal reproduction, including the function of reproductive organs.
D4.1 Illustrate animal conception, including estrus cycles, ovulation, and insemination.
D4.2 Research the gestation process and basic fetal development.
D4.3 Explain the parturition process, including the identification of potential problems and their solutions.
D4.4 Select animal breeding methods based on reproductive and economic efficiency.
D4.5 Select a breeding system based on the principles of genetics.

D5.0 Discuss animal inheritance and selection principles, including the structure and role of deoxyribonucleic acid (DNA).
D5.1 Evaluate a group of animals for desired qualities, and discern among them for breeding selection.
D5.2 Select animals, based on quantitative breeding values, for specific characteristics.
D5.3 Research and discuss current technology used to measure desirable traits.
D5.4 Predict phenotypic and genotypic results of a dominant and recessive gene pair.
D5.5 Research the role of mutations, both naturally occurring and artificially induced, and hybrids in animal genetics.

D6.0 Prescribe and implement a prevention treatment program for animal diseases, parasites, and other disorders.
D6.1 Evaluate the signs of normal health in contrast to illness and disease.
D6.2 Analyze the importance of animal behavior in diagnosing animal sickness and disease.
D6.3 Research common pathogens, vectors, and hosts that cause disease in animals.
D6.4 Evaluate preventative measures for controlling and limiting the spread of diseases, parasites, and disorders among animals.
D6.5 Discuss procedures used at the local, state, and national levels to ensure biosecurity of the animal industry.
D6.6 Explain the health risk of zoonotic diseases to humans, their historical influence, and future implications.
D6.7 Discuss the impacts on local, national, and global economies, as well as on consumers and producers, when animal diseases are not appropriately contained and eradicated.

D7.0 Explore common pasture and rangeland management practices and their impact on a balanced ecosystem.
D7.1 Evaluate a rangeland and identify methods of rangeland improvement used in an effective animal production program.
D7.2 Summarize how rangeland management practices affect pasture production, erosion control, and the general balance of the ecosystem.
D7.3 Develop a management plan for rangelands, including how to calculate carrying capacity, for a variety of animal species and locations.

D7.4 Evaluate a plan to balance rangeland use for animal grazing and for wildlife habitat.

D8.0 Explain challenges associated with animal waste management.
  D8.1 Assess treatment and disposal management systems for animal waste.
  D8.2 Compare various methods for using animal waste and the environmental impacts associated with each method.
  D8.3 Research the health and safety regulations that are an integral part of properly managed animal waste systems.

D9.0 Assess animal welfare concerns and management practices that support animal welfare.
  D9.1 Evaluate the early warning signs of animal distress and how to rectify the problem.
  D9.2 Discuss consumer concerns with animal production practices relative to human health.
  D9.3 Summarize federal and state animal welfare laws and regulations, such as those dealing with abandoned and neglected animals, animal fighting, euthanasia, and medical research.
  D9.4 Research the regulations for humane transportation and harvesting of animals, such as those delineated by the U.S. Department of Agriculture (USDA) Food Safety and Inspection Service and the Humane Methods of Slaughter Act.

D10.0 Demonstrate understanding of the production of large animals (e.g., cattle, horses, swine, sheep, goats) and small animals (e.g., poultry, cavy, rabbits).
  D10.1 Formulate and implement optimum requirements for diet, genetics, habitat, and behavior in the production of large and small animals.
  D10.2 Develop, maintain, and use growth and management records for large or small animals to make data-driven management decisions.

D11.0 Demonstrate understanding of the production of specialty animals (e.g., fish, marine animals, llamas, and tall, flightless birds).
  D11.1 Assess specialty animals' role in agriculture (e.g., fish farms, pack animals, working dogs).
  D11.2 Explore the unique nutrition, health, and habitat requirements for specialty animals.
  D11.3 Synthesize and implement optimum requirements for diet, genetics, habitat, and behavior in the production of specialty animals.
  D11.4 Develop, maintain, and utilize growth and management records for specialty animals to make data-driven management decisions.
D12.0 Understand how animal products and by-products are processed and marketed.

D12.1 Research animal harvest, carcass inspection and grading, and meat processing safety regulations and practices and the removal and disposal of nonedible by-products, such as those outlined in Hazard Analysis and Critical Control Point, Sanitation Standard Operating Procedures, and good manufacturing practices documents.

D12.2 Compare the relative importance of the major meat, dairy, and egg classifications, including the per-capita consumption and nutritive value of those classifications.

D12.3 Discuss how meat-based, dairy, and egg retail products are produced.

D12.4 Describe how nonmeat products, such as wool, pelts, hides, and by-products, are harvested and processed.

D12.5 Evaluate how meat products and nonmeat products are marketed.

D12.6 Compare the value of animal by-products to nonagricultural industries.

D12.7 Apply point-of-origin safety and sanitation procedures in the production, harvest, handling, processing, and storing of meat products.
E. Forestry and Natural Resources Pathway

The Forestry and Natural Resources pathway helps students understand the relationships between California's natural resources and the environment. Topics include energy and nutrient cycles, water resources and management, soil conservation, wildlife preservation and management, forest and fire management, and lumber production. In addition, students study the outdoor recreation industry and multiple-use management.

Sample occupations associated with this pathway:
- Forestry Technician
- Park Ranger
- Fish Hatchery Technician
- Logging Operation Inspector
- Biological Science Technician

E1.0 Understand the importance of energy and energy cycles.
  E1.1 Diagram the oxygen, carbon, nitrogen, and water cycles.
  E1.2 Differentiate between renewable and nonrenewable energy sources.
  E1.3 Differentiate between natural resource management conservation strategies and preservation strategies.
  E1.4 Compare the effects on air and water quality of using different forms of energy.
  E1.5 Analyze the way in which human activities influence energy cycles and natural resource management.

E2.0 Understand air and water use, their management practices, and conservation strategies.
  E2.1 Explain the government’s role in regulating air, soil, and water use management practices and conservation strategies.
  E2.2 Research and discuss air and water conservation issues.
  E2.3 Define appropriate water conservation measures.
  E2.4 Interpret the component of a plan that monitors water quality.
  E2.5 Interpret the component of a plan that monitors air quality.
  E2.6 Analyze the way in which water management affects the environment and human needs.

E3.0 Explore soil composition and soil management.
  E3.1 Demonstrate techniques used to classify soils.
  E3.2 Explain the reasons for, and importance of, soil conservation.
  E3.3 Analyze soils found in the different natural resource management areas.
E3.4 Develop and implement a soil management plan for a natural resource management area.

E3.5 Understand how to analyze existing soil surveys to develop effective management plans.

E4.0 Explore rangeland management.
E4.1 Map the locations of major U.S. and California rangeland areas.
E4.2 Summarize the interrelationship of rangeland management, the environment, wildlife management, and the livestock industry.
E4.3 Define practices used to improve rangeland quality.
E4.4 Analyze the carrying capacity in various rangelands for both wildlife species and domestic livestock.
E4.5 Distinguish among different browse and forage species in California rangelands.
E4.6 Evaluate a rangeland and develop a rangeland monitoring plan.
E4.7 Analyze the requirements and rights accompanying public land grazing permits and the government agencies involved (e.g., Bureau of Land Management and U.S. Forest Service) and abide by specific laws pertaining to natural resource systems.

E5.0 Investigate wildlife management and habitat.
E5.1 Describe the relationship between habitat and wildlife population.
E5.2 List habitat requirements for different species and identify factors that influence population dynamics.
E5.3 Determine existing wildlife species populations.
E5.4 Explain mammalian and avian reproductive processes and infer how nutrition and habitat affect reproduction and population.
E5.5 Differentiate among a variety of management practices used to manage wildlife populations for hunting and other recreational purposes.
E5.6 Analyze the economic and environmental significance of sport hunting and fishing industries.
E5.7 Research and report on the purpose, history, terminology, and challenges of the Endangered Species Act and current activities related to the Act.

E6.0 Understand aquatic resource use and management.
E6.1 Summarize the different types of aquatic resources.
E6.2 Identify and describe the major body parts, digestive systems, and reproductive organs of aquatic species.
E6.3 Determine the populations of existing aquatic species using a variety of methods.
E6.4 Analyze the relationship between water quality and aquatic species habitat.
E6.5 Explore a variety of management practices for managing aquatic species for sport fishing and other purposes.

E6.6 Make financial and production decisions and maintain growth and management records for a selected aquatic species.

E7.0 Understand the outdoor recreation industry.
   E7.1 List the potential environmental impacts of recreational activities and describe how to manage the resources affected.
   E7.2 Demonstrate basic survival skills and first aid procedures.
   E7.3 Construct and maintain trails.
   E7.4 Select appropriate recreational gear for trips of varying types and durations and how to use it safely and appropriately (for minimum environmental impact).
   E7.5 Set up a campsite for minimum environmental impact.

E8.0 Explore basic plant physiology, anatomy, and taxonomy.
   E8.1 Use scientific method to classify animals, including order, family, genus, and species.
   E8.2 Use a dichotomous key to identify plants and animals.
   E8.3 Identify local trees, shrubs, grasses, forbs, and wildlife species by common name.
   E8.4 Recognize and explain the factors that influence plant growth, such as respiration, temperature, nutrients, and photosynthesis.

E9.0 Explore the role of fire in natural resource management.
   E9.1 Differentiate between desirable and undesirable fire in forest and rangeland ecosystems.
   E9.2 Explain the significance of each of the components of the “fire triangle.”
   E9.3 Know appropriate wildland fire-suppression practices.
   E9.4 Develop a fire-control plan.
   E9.5 Use fire-control tools safely.
   E9.6 Research and report on the training requirements for fire-suppression certification.

E10.0 Implement forest management practices.
   E10.1 Describe how social, political, and economic factors can affect the use of forests.
   E10.2 Discuss the California Forest Practice Act and the requirements for Timber Harvest and Habitat Conservation Plans.
   E10.3 Analyze forest management systems (e.g., sustained yield, watershed management, ecosystem management, multiple-use management).
   E10.4 Analyze harvest and renewability (e.g., reseeding and thinning) systems and identify the impact of each on the land.
E10.5 Explain silvicultural systems and skills and use appropriate related tools.
E10.6 Identify and diagnose damage from destructive insects, diseases, and weather and choose methods for their management.

E11.0 Understand the basic concepts of measurement, surveying, and mapping.
   E11.1 Describe the Public Land Survey System.
   E11.2 Use surveying equipment, including global positioning satellites, maps, and a compass, to determine area, boundaries, and elevation differences.
   E11.3 Apply timber-cruising and log-scaling skills to determine timber and log volume for management and marketing.
   E11.4 Create a management plan map that includes layer information and data points from global information systems.

E12.0 Produce, harvest, process, and market products from natural resource industries.
   E12.1 Explain the marketing processes and manufacturing standards for a variety of natural resource products, including mining, quarrying, and drilling.
   E12.2 Process natural resource products adhering to manufacturing standards.
   E12.3 Analyze the production of specialty and seasonal products from natural resources.
   E12.4 Compare different wood types and their uses.
   E12.5 Diagram lumber manufacturing processes.

E13.0 Understand public and private land issues.
   E13.1 Interpret the differences between publicly and privately held lands.
   E13.2 Explain the differences between public land designations (e.g., State Park, National Forest, wilderness areas, wild and scenic areas).
   E13.3 Compare the role of public and private property rights and how they affect agriculture.
   E13.4 Describe the role of government in managing public and private property rights.
F. Ornamental Horticulture Pathway
The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:
- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.
F1.1 Practice how to classify and identify plants by order, family, genus, and species.
F1.2 Demonstrate how to identify plants by using a dichotomous key.
F1.3 Illustrate how common plant parts are used to classify the plants.
F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.
F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
F2.2 Diagram the seed's essential parts and explain the functions of each.
F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.
F3.1 Explain the different forms of sexual and asexual plant reproduction.
F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.
F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.
F4.2 Research how pesticide regulations and government agencies affect agriculture.
F4.3 Identify common horticultural pests and diseases and methods of controlling them.
F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.
F5.1 Explain how basic soil science and water principles affect plant growth.
F5.2 Illustrate basic irrigation design and installation methods.
F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.
F5.4 Research major issues related to water sources and water quality.
F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.
F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.
F6.2 Use basic nutrient testing procedures on soil and plant tissue.
F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.
F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.
F7.1 Explain the selection and management of landscape and sports field turf.
F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.
F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.
F8.1 Demonstrate the proper use of production facilities and common nursery equipment.
F8.2 Use common nursery production practices.
F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.
F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.
F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.
F9.2 Operate and maintain selected hand and power equipment safely and appropriately.
F9.3 Select proper tools for specific horticultural jobs.
F9.4 Install landscape components and electrical, land, and water features.
F10.0 Understand basic landscape planning, design, construction, and maintenance.

F10.1 Utilize terms associated with landscape and design in appropriate context.

F10.2 Produce a residential design, including how to render design to scale using design technology and principles.

F10.3 Use proper landscape planting and maintenance practices.

F10.4 Prune ornamental shrubs, trees, and fruit trees.

F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

F11.1 Demonstrate the use of plant materials and tools.

F11.2 Apply basic design principles to products and designs.

F11.3 Handle, prepare, and arrange cut flowers appropriately.

F11.4 Develop a marketing and merchandising strategy to use in the floral industry.
G. Plant and Soil Science Pathway

The Plant and Soil Science pathway covers topics such as plant classification, physiology, reproduction, plant breeding, biotechnology, and pathology. In addition, students learn about soil management, water, pests, and equipment, as well as cultural and harvest practices.

Sample occupations associated with this pathway:
- Soil Conservationist
- Environmental Analyst
- Plant and Soil Scientist
- Crop Consultant
- Pest Control Advisor

G1.0 Apply plant classification principles.
   G1.1 Classify and identify plants by order, family, genus, and species.
   G1.2 Practice how to identify plants by using a dichotomous key.
   G1.3 Demonstrate how common plant parts are used to classify the plants.
   G1.4 Communicate the differences between, and uses of, native and nonnative plants.
   G1.5 Distinguish the differences between monocots and dicots.
   G1.6 Explain the differences between plants under production and weeds.

G2.0 Explore cell biology.
   G2.1 Compare differences between prokaryotic cells and plant and animal eukaryotic cells and how viruses differ from them in complexity and general structure.
   G2.2 Test plant cellular function reactions when plants are grown under different conditions.
   G2.3 Explain functions organelles play in the health of the cell.
   G2.4 Recognize the part of the cell that is responsible for the genetic information that controls plant growth and development.
   G2.5 Summarize plant inheritance principles, including the structure and role of DNA.
   G2.6 List which organelles in plant cells carry out photosynthesis.

G3.0 Understand plant physiology and growth principles.
   G3.1 Investigate plant systems, nutrient transportation, and energy storage.
   G3.2 Label the seed's essential parts and describe their functions.
   G3.3 Discern how primary, secondary, and trace elements are used in plant growth.
   G3.4 Research the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
G3.5 Identify the tissues seen in a cross section of woody and herbaceous plants.
G3.6 Conduct experiment[s] testing the factors that affect plant growth and predict plant response.

G4.0 Demonstrate an understanding of sexual and asexual reproduction of plants.
G4.1 Explain the different forms of sexual and asexual plant reproduction.
G4.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, and seeds).
G4.3 Use the proper sterile technique used in tissue culture.

G5.0 Assess pest problems and management.
G5.1 Demonstrate how to categorize insects as pests, beneficial or neutral, and describe their roles.
G5.2 Explain the role of other pests, such as nematodes, molds, mildews, and weeds.
G5.3 Compare and contrast conventional, sustainable, and organic management methods to prevent or treat plant disease symptoms.
G5.4 Use integrated pest management to prevent, treat, and control plant disease symptoms (including conventional, sustainable, and organic management methods).
G5.5 Research how biotechnology can be used to manage pests.

G6.0 Assess the role of soils in plant production.
G6.1 Understand soil types, soil texture, structure, and bulk density and explain the U.S. Department of Agriculture (USDA) soil-quality rating procedure.
G6.2 Analyze soil properties necessary for successful plant production, including pH, electrical conductivity (EC), and essential nutrients.
G6.3 Explain soil biology and diagram the cycles in nature as related to the soil food chain.
G6.4 Research how soil biology affects the environment and natural resources.

G7.0 Integrate effective tillage and soil conservation management practices.
G7.1 Plan how to effectively manage and conserve soil through conventional, minimum, conservation, and no-till irrigation and through drainage and tillage practices.
G7.2 Assess how global positioning systems, surveying, laser leveling, and other tillage practices conserve soil.
G7.3 Use tools such as the USDA and the local Resource Conservation District soil survey maps to determine appropriate soil management practices.

G8.0 Evaluate effective water management practices.
G8.1 Summarize California water history, current issues, water rights, water law, and water transfer through different distribution projects throughout the state.
G8.2 Research and describe the local, state, and federal agencies that regulate water quality and availability in California.
G8.3 Define the definition of a watershed and explain how it is used to measure water quality.

G8.4 Explain effective water management and conservation practices, including the use of tailwater ponds.

G8.5 Use water-testing standards and perform bioassay and macro-invertebrate protocols to assess water quality.

G9.0 Explain the concept of an “agrosystem” approach to production.

G9.1 Identify and classify the plants and animals in an agricultural system (as producers, consumers, or decomposers).

G9.2 Compare and contrast the elements of conventional, sustainable, and organic production systems.

G9.3 Differentiate among the components of “whole-system management.”

G10.0 Apply local crop management and production practices.

G10.1 Practice local cultural techniques, including monitoring, pruning, fertilization, planting, irrigation, harvest treatments, processing, and packaging practices for various tree, grain, hay, and vegetable classes.

G10.2 Explain common marketing and shipping characteristics of local commodities.

G10.3 Interpret general maturity and harvest-time guidelines for specific local plant products.

G10.4 Apply point-of-origin safety and sanitation procedures in the production, harvesting, handling, processing, and storing of edible plant products.

G11.0 Demonstrate competence in applications of scientific principles and techniques in plant science.

G11.1 Research how changing technology, such as micro-propagation, biological pest controls, and genetic engineering (including DNA extraction and gel electrophoresis), affects plant production, yields, and management.

G11.2 Explain the various technology advancements that affect plant and soil science, such as global positioning systems, global information systems, variable rate technology, and remote sensing.

G11.3 Assess how herbicide-resistant plant genes can affect the environment.

G11.4 Communicate how genetic engineering techniques have been used to improve crop yields.

G11.5 Compare and contrast the effects of agricultural biotechnology, including genetically modified organisms, on the agriculture industry and the larger society and the pros and cons of such use.
Supporting Materials

17:

Teaching Credentials
To view the educator's public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator's Last Name.

**Educator Information:**

<table>
<thead>
<tr>
<th>Last Name</th>
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<tbody>
<tr>
<td>First Name</td>
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<td>Middle Name</td>
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**Renewal Requirements:**

Please disregard any # signs you may see below and refer to the "Additional Description" column to the right for specific renewal requirements.

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<th>Renewal Code</th>
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<td>R15P</td>
<td>The term of this credential is limited by the term of the prerequisite credential. To renew this credential, the holder must also renew the prerequisite credential.</td>
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<td>R20</td>
<td>To renew this credential, the holder needs to submit only an application and fee to the Commission no earlier than 12 months before the expiration date. The renewal period is five years.</td>
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**Authorization / Subjects**

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<td>R3A1</td>
<td>This credential authorizes the holder to teach agriculture in grades twelve and below, including preschool, and in classes organized primarily for adults. It also authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.</td>
<td>AGRI</td>
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**Employment Restrictions**

| Organization Type | Organization | County |  |  |
|-------------------|--------------|--------| | |
To view the educator’s public records (current documents, all documents held and Adverse and Commission Actions), click on the Educator’s Last Name.

### Educator Information

**Last Name:** INDENI  
**First Name:** CAITLYN

### Document Information

**Document Number:** 200932071  
**Document Title:** Single Subject Teaching Credential  
**Term:** Preliminary  
**Status:** Valid  
**Issue Date:** 1/24/2020  
**Expiration Date:** 2/1/2023  
**Original Issue Date:** 1/24/2020  
**Grade:**  
**Special Grade:**

### Renewal Requirements

Please disregard any # signs you may see below and refer to the “Additional Description” column to the right for specific renewal requirements.

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### Authorization / Subjects

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<td>The following instructional services may be provided to English learners within the content area(s) listed on this document: (1) English language development defined as instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English; and (2) specially designed general education instruction delivered in English defined as instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. This English learner authorization also covers classes taught on the basis of other valid, non-emergency credentials or permits held within the settings or content/specialty area(s) listed at the grade or age levels authorized. This document authorizes the holder to teach the subject area(s) listed in grades twelve and below, including preschool, and in classes in agriculture organized primarily for adults.</td>
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### Employment Restrictions

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By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

CAITLYN INDENDI

is hereby awarded the

Single Subject Teaching Credential

together with all the rights, privileges, and responsibilities appertaining thereto.

valid: 01/24/2020 to 02/01/2025

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov
California Commission on Teacher Credentialing

By virtue of the authority vested in the Commission on Teacher Credentialing and in recognition of preparation for service in California Public schools

CAITLYN INDENDI

is hereby awarded the

Specialist Instruction Credential (Agriculture)

together with all the rights, privileges, and responsibilities appertaining thereto

valid: 01/24/2020 to 02/01/2025

[Signatures]

This is not an official document. The official record of credentials, permits, and certificates is the Commission’s website at www.ctc.ca.gov
Supporting Materials
18:
Calendar of Chapter Activities
## JULY 2021

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- **4th of July**
- **Chapter Officer Retreat**

### NOTES

- **Dark Blue/Green** = FFA activities ABOVE chapter level
- **Orange** = Activities for Ag Teachers ONLY
- **Blue** = Strathmore FFA chapter activities
- **Red** = Strathmore High School/IPUSD activities
## AUGUST 2021

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<td></td>
<td>CA Youth Expo [Tulare Ag Center] Jaycee McLaughlin</td>
<td>CA Youth Expo</td>
<td>CA Youth Expo Teacher prep Day</td>
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<td>Freshman Parent Orientation</td>
<td>First Day of School!</td>
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<td>Ch. Off. Lunch Mtg</td>
<td>FFA Ice Cream Social 3:30-4:00pm @ Ag Building</td>
<td>Change Makers Summit Tulare Fair Entries Due</td>
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<td>Ch. Off. Lunch Mtg</td>
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<td>Back to School Night</td>
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### NOTES
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#RE
# SEPTEMBER 2021

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<td>Tulare County Fair</td>
<td>Tulare County Fair</td>
<td>GLC Lemoore 8am-2:30pm</td>
<td>FFA Mtg 6pm @ Cafeteria</td>
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#RE
# OCTOBER 2021

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#RE
# Calendar for November 2021

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## DECEMBER 2021

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### JANUARY 2022

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<td>Reedley College FD &amp; Nat. Resources Finals</td>
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<td>Selma Vine &amp; Tree Pruning</td>
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# MARCH 2022

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<td>Ch. Off. Lunch Mtg, Garren Mitchell</td>
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# APRIL 2022

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# MAY 2022

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# June 2022

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#RE
Supporting Materials
19:
Professional Growth & Development
Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

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<tr>
<th>ACTIVITIES</th>
<th>TEACHERS NAMES</th>
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<td>Region In-service Day</td>
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<td>University AgEd Skills Week</td>
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<td>Professional Development **</td>
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* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

1
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Supporting Materials
20:
R-2 Report
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Supporting Materials

21:

Travel Requests
Supporting Materials 21: Travel Requests

When requesting field trips, all of the requests and paperwork must be submitted in a timely manner. There are various forms that need to be filled out and submitted through the Porterville Unified School District website.

A Bus Hive for either an in-district or out-of-district field trip request must be submitted ahead of time. The information gathered in the form includes, but is not limited to, whether a school vehicle, school bus or personal vehicle is being taken, destination and chaperones.

Along with the Bus Hive request, an employee travel form must also be completed and submitted for any field trips or conferences. Students will also receive a permission slip for the field trip and a sign off sheet for all the classes they will be missing that day.
Trip Request

Trip ID #R505076 (Strathmore High School Field Trip) - Waiting Approval by STA

Requested by Anna Allen on 12/1/2021 at 4:32 PM

Comment: Editing to change chaperone/driver from Robert Hanger to Caitlyn Indendi. Robert will be taking his Farm Power team to MJC Field Day which conflicts with MFE/ALA conferences. (Anna Allen on 1/27/2022)

Email: caitlin.indendi@npsd.co with any questions, or call 782-7892.

Purpose of Trip: * SHS Field Trip Out of District

Account number or funding source: * 010 00000 0 00000 36000 57103 309 0409 1199

Additional Account Number if needed: Destination: * (destination not listed)

Destination (if not listed): Visalia Marriott at the Convention Center

Destination Address:

NOTE: Advisor and students will be NOT staying overnight for this conference. They will drive back and forth each day.

Activity Details: * Made For Excellence: For sophomores. Once

Meal Stop: * - No Meal Stop -

Out of County/State/Country Requests:

Is this trip Out of State or Out of Country?: * No

I acknowledge that I am required to give feedback from this trip to the board and I will submit this feedback to the board by the following month proceeding the trip being the month of

Feedback Required By: * Not Required as trip is not Out of Sta

Out of County, Out of State and Out of Country field trips require approval by the PUSD Governing Board. Your “field trip request” is NOT APPROVED even though you have received approval for “transportation”. Once your “field trip request” has been approved by the board, you will receive a SEPARATE email stating your field trip “has been approved by the board” which you can then proceed with finalizing any trip arrangements.

Chaperone Information:

Chaperone #1 Name: Caitlyn Indendi
Chaperone #1 Cell: 662-394-3376
Chaperone #1 Email: caitlin.indendi@npsd.co

Chaperone #2 Name:
Chaperone #2 Cell:
Chaperone #2 Email:

School Site Departure: * 2/19/2022
Depart Time: * 11:15 AM
Arrive At Event: * 2/19/2022
Arrive Time: * 12:00 PM
Depart From Event: * 2/20/2022
Depart Event Time: * 11:45 AM
Return to School Site: * 2/20/2022
Return Time: * 12:15 PM

# of Students: * 6
# of Chaperones: * 1
Selected Expected Graduate Outcomes:

Critical thinking and problem solving skills: ☑
Cultural awareness/collaborate with diverse groups: ☑
Technical skills-digital media and info management: ☐
Communication skills-listening, speaking, writing: ☑
Creativity and Innovation: ☑
Leadership, self-management, organizational skills: ☑
Adaptability, responsibility and ethical behaviors: ☑
Ability to navigate commerce/further education: ☐
Not Applicable: ☐

Complete information below if substitute is required.
Dates Substitute is Needed:
From:  
To:  
Periods:  

No substitute required

Notes/Instructions concerning Substitutes:

Additional Pickup/Dropoffs:
The use of STA vans, personal vehicles, rentals, or FFA/site vehicles require liability insurance information from the driver.

To enter the insurance information, open a NEW browser window and copy and paste this link:
http://goo.gl/2qFV0H
Type of Transportation Required: *
Other (Personal Vehicle, FFA, etc.): (if)
Driver Name:
Caitlyn Indendi
Main Info

YOU MUST HAVE FUNDING SOURCES AND COPY OF CONFERENCE FLYER OR BROCHURE

ADMINISTRATION RESERVES THE RIGHT TO MAKE CHANGES TO REGISTRATION, TRANSPORTATION, ACCOMMODATIONS AND/OR REIMBURSEMENTS

Attendee Information

Date 10/22/2021
Conference/Activity Name* Fall Regional CATA Meeting and Roadshow
Email Address*
First Name* Caitlyn
Last Name* Indendi
Site* Strathmore High School
Department* Site Administration
Site Initials SHS

Trip Details

Initial Request Link

Conference/Activity Information

Conference Zip Code* 93245
Is this a single day event?* Will complete travel and event happen on the same day?
Yes
Conference request must be submitted four weeks prior to any overnight conference date or two weeks prior for day trips to allow for processing.
Conference Start Date* The day the conference starts.
11/20/2021
Return Time* 5:00pm

Additional Information

Registration
Registration Costs

- All costs regarding registration/badges/extras that are purchased solely to go to the event itself. Must attach documentation about the event. The district reserves the right to arrange other accommodations.
- Please check first for open registrations below.

Vendor Name: [Redacted]

Who does the registration need to be paid to?

For reimbursement, you must show proof of registration.

Registration Information*: CalagedInvoice103442 (2).pdf 41.78KB

Registration Payment Responsibility*: District (Direct Payment)

Total Registration Cost*: $ 0.00

Registration Comments: Total registration cost submitted by Anna Allen.

Transportation

Transportation Estimate

How will you be traveling?
- [✓] Private Vehicle
- [ ] Carpool with other driver (no mileage reimbursement)
- [ ] Airfare
- [ ] Train
- [ ] Other

Please enter in your other expenses into the "Other" section of the form.

Starting Point*:
- [✓] Home
- [ ] School Site
- [ ] District Office
- [ ] Other Address

Please enter Total Estimated Round Trip Mileage below.

Total Estimated Miles*: 0.00

Mileage Reimbursement Rate: 0.560

Estimated Transportation Cost: $ 0.00

Transportation Comments

Meal

Meal Reimbursement Estimate

Please enter in estimated number of meals to be reimbursed per person. Meals provided by conference will not be reimbursed.
THE DISTRICT WILL NOT REIMBURSE FOR ANY ALCOHOL
PLEASE REFER TO BOARD POLICY (BP3350)

Estimated Daily Reimbursement Rates

Estimated maximum reimbursements based upon General Services Administration (GSA) guidelines: For further information refer to www.gsa.gov TO BE FILLED

Trip Days

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Reimbursement Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/20/2021</td>
<td>Conference</td>
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<td>1</td>
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</table>

Per Diem Reimbursement Summary

Total Estimated Meal Cost $ 0.00

Meal Comments

Other

Other Expenses

This section should be used for other expenses such as parking and other travel fees.

Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Total Estimated Other Expenses $ 0.00

Other Comments

Final

Grand Total

Total Estimated Cost $ 0.00

Final Comments

Funding Sources

FD RE PY GO FN OB SI TY MG % Amount

Disable % Calculations | Yes

Funding Total
Strathmore High School
School Sponsored Trip Permission Slip

Trip Permission:

I hereby give permission for __________________ to participate in __________________ to be (Student Name) (School Activity)

held __________________ to _______________. Students will leave the school at ____________ and return about _______________. Teacher in Charge: ____________________________ (return time)

Transportation via: ____ School Bus _____ Private Car (Parent Driving)
_____ Private Car (School Personnel Driving) ____ Other, ______________________________

_____________________________ ____________________________
(Signature of Parent or Legal Guardian) (Date)

Phone number where you or designated adult can be reached at all times in case of an emergency (PRINT NAMES):

_____________________________ ________________________________
Parent & Phone Number Designated Adult & Phone Number Designated Adult & Phone Number

Release:

I hereby authorize any medical treatment, anesthetics or surgical procedures, and the attending physician deems necessary on the above named patient, and release information concerning such treatment to persons of companies who may be responsible for payment of all or a portion of emergency charges. I agree to abide by all the school rules and I agree to release and hold harmless Strathmore High School, Porterville Unified School District, and school staff from any and all liability, loss, damages, claims, or actions for bodily injury and/or property damage, in accordance with current state and federal law, arising out of participation in this trip.

_____________________________ ____________________________
(Signature of Parent or Legal Guardian) (Date)

Rules Regarding Alcohol and Drug Involvement by Students:
The Board of Trustees of the Porterville Unified School District considers student trips to be a valuable part of the total educational program for students in the district. The Board also believes that students representing our school district have a responsibility for conducting themselves properly on such trips. The use of alcohol or drugs or the defiance of school authority in other behavioral matters is not acceptable form of behavior and will not be tolerated with our school system. The Board's policy includes discipline not only for using alcohol/drugs, but also for merely being in the immediate area of such substances.

I am aware of the district's policy on the use of alcohol or drugs, exposure, or other defiance of school authority while on school sponsored trips.

_____________________________ ________________________________
(Signature of Parent or Legal Guardian) (Signature of Student) (Date)

I agree to allow my student to attend this trip

_____________________________
(Signature of Parent or Legal Guardian) (Date)
Supporting Materials

22:

CATA Membership
Date 9/13/21  Receipt Number 20-1085

Name  Andreni Castegn

Region SJ

☐ MasterCard / VISA No.___________________________  ☐ Conference Fee___________________________

Expiration Date _______________________________  ☐ Dues CATA $140.00

☐ Check Number 1049

☐ Cash

Signed __________________________________________

Gross Received $______________
Refund $______________
NET RECEIVED $140.00
Supporting Materials

23:

Professional Development Report
Employee Travel Reimbursement

This form is only for trip reimbursements at this time.
If your name is not filled in below do not proceed with this form.

Funding Year
2021-2022

Activity Name

Trip Start Date

Trip End Date

First Name

Last Name

There must be a PO filled out below. Until your employee reimbursement has been approved and converted you cannot submit this form. Please check back later to complete the process.

PO*
Value is required.

All previously attachments do not need to be resubmitted. This form is for receipts only.

<table>
<thead>
<tr>
<th>Date</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
<th>Reimbursement Amount</th>
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<td>11-4-2021</td>
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</table>

Add another day

Estimated Meal Cost
Actual Meal Cost
0.00

Meal Notes

Registration Costs

Estimated Registration Cost
Actual Registration Cost* 0.00

Registration Notes

Hotel Costs

Estimated Hotel Costs
Actual Hotel Cost* 0.00

Hotel Notes

Transportation Costs

Total Miles Traveled for Reimbursement* 0
Mileage Rate
0.585
Mileage Costs
0.00
Other Costs Section

Other Costs

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Amount</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Other Estimated Reimbursement

Actual Other Reimbursement

0.00

Other Costs Notes

Ineligible Deductions Section

All Deductions are per PUSD Board Policy # 1456.d

Ineligible Deductions

<table>
<thead>
<tr>
<th>Amount</th>
<th>Reason</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ineligible Deduction Total

0.00

Please submit this form.
Follow Up Survey

What specific information and/or skills did you gain from this conference? *
New Professionals gave us new skills in the areas of SAE management, field trip planning, federal funding and classroom management among other management experiences.

Did this conference meet your expectations? *
This conference went above and beyond my expectations and I was given a host of information to help me in various aspects of my teaching.

Would you recommend this conference? *
I would highly recommend this conference to all new professionals as it helps you meet new people and gain new skills in teaching.

How will you share the information you gained? *
I will post the information I obtained in a shared drive within the department.
Employee Travel Reimbursement

Summary

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<tr>
<th>Type</th>
<th>Estimate</th>
<th>Actual</th>
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<td>$0.00</td>
</tr>
<tr>
<td>Registration</td>
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<td>$0.00</td>
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<tr>
<td>Hotel</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>Other</td>
<td>$0.00</td>
<td>$0.00</td>
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</tbody>
</table>

Grand Totals

Estimated Grand Total | Actual Grand Total Reimbursement
0.00                 | 0.00

Final Notes

Terminate Reimbursement?
  - Selecting yes will terminate your request.
  - No
  - Yes

Acknowledgement *
  - I affirm all expenses were made in accordance with district policy.

Signature *

Value is required.

Submit | Save as Draft
Supporting Materials
24:

5-Year Acquisition List
Strathmore High School
Agriculture Department
22568 Ave 196
Strathmore, CA 93267

5 Year Acquisition Schedule
2021-2022

Year One 2021-2022
1) Relocate Rabbit Barn
2) Remodel Chicken Coop
3) Purchase Seed for Row Crops
4) Install Cutting Garden

Year Two 2022-2023
1) Install Grapevines and Irrigation
2) Install Kiwis and Irrigation
3) Purchase Steam Weeder
4) Install a concrete pad for Rabbit Barn
5) Purchase Precision Seeder
6) Purchase Seed for Row Crops

Year Three 2023-2024
1) Purchase supplies for Sheep and Goat Facility
2) Relocate Veterinary Clinic
3) Purchase Seed for Row Crops
4) Purchase Farm Utility Vehicle

Year Four 2024-2025
1) Remodel Swine Facilities to relocate to main campus
2) Complete Shop Upgrades
3) Purchase Seed for Row Crops

Year Five 2025-2026
1) Work on Floral Lab
2) Relocate Sheep and Goat Facility
3) Purchase Ag Van/Truck

Caitlyn Indendi AGED 539
Supporting Materials
25:
Current Operating Budget
<table>
<thead>
<tr>
<th>OBJECT#</th>
<th>EXPENDITURE DESCRIPTION</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>1000</td>
<td>Certificated Salaries - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Student Trips - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forestry Challenge - Cancelled</td>
<td>$3,000.00</td>
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<tr>
<td></td>
<td>CalPoly Slo Field Trip Transportation</td>
<td>$2,000.00</td>
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<td></td>
<td>B. Professional Development - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drone Training</td>
<td>$1,500.00</td>
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<tr>
<td>1000</td>
<td>Certificated Salaries - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Professional Development - Substitutes</td>
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</tr>
<tr>
<td></td>
<td>Subtotal for 1000 category</td>
<td>$6,500.00</td>
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<tr>
<td>2000</td>
<td>Classified Salaries</td>
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<td>Subtotal for 2000 category</td>
<td>$0.00</td>
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<tr>
<td>3000</td>
<td>Benefits</td>
<td></td>
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<tr>
<td></td>
<td>Subtotal for 3000 category</td>
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<tr>
<td>4000</td>
<td>Books and Supplies</td>
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<tr>
<td></td>
<td>Forestry Suppliers</td>
<td>$1,000.00</td>
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<td></td>
<td>Lincon Electric Plate Marker</td>
<td>$3,500.00</td>
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<td></td>
<td>Nelson &amp; Pade Aquaponics Supplies</td>
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<td></td>
<td>Subtotal for 4000 category</td>
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<tr>
<td>5000</td>
<td>Services and other operating expenditures</td>
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<td>Subtotal for 5000 category</td>
<td>$0.00</td>
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<tr>
<td>6000</td>
<td>Capital Outlay</td>
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<td>Subtotal for 6000 category</td>
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</tr>
<tr>
<td>Date</td>
<td>LF ID</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificated Salaries + Substitutes</td>
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<tr>
<td></td>
<td>(Teacher release time for Professional Development/ CTE for College collaboration/training)</td>
<td></td>
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<tr>
<td></td>
<td>A. Student Trips - Substitutes</td>
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</tr>
<tr>
<td></td>
<td>Greenhend Leadership Conference (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Ag. Exposion (6)</td>
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<td></td>
<td>B. Professional Development - Substitutes</td>
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<tr>
<td></td>
<td>Certificated Salaries - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Professional Development - Substitutes</td>
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<tr>
<td></td>
<td>San Joaquin Roadshow (4)</td>
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<td>MET Training (6)</td>
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</table>

| Object 2000 | Classified Salaries | AMOUNT |

| Object 3000 | Subtotal for 3000 category | $0.00 |

| Object 4000 | O10-35360.0-38600-10000-43000-369-0975-4234 | AMOUNT |

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<td>12/16/2021</td>
<td>146216</td>
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<td>12/18/2021</td>
<td>146217</td>
<td>$2,909.47</td>
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<tr>
<td>1/20/2022</td>
<td>146520</td>
<td>$2,727.40</td>
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<tr>
<td>1/21/2022</td>
<td>146521</td>
<td>$2,727.40</td>
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</table>

| Object 5000 | Subtotal for 5000 category | $1,190.00 |

| Object 6000 | Subtotal for 6000 Category | $11,837.00 |

| Initial Budget | $29,247.00 |

| Object 5000 | Narrative |

| Object 6000 | Narrative |

| Object 1000 | Narrative |

| Object 2000 | Narrative |

| Object 3000 | Narrative |

| Object 4000 | Narrative |

| Object 5000 | Narrative |

| Object 6000 | Narrative |

Total | $17,821.00 | $5,962.95 |

Cash | Trip | Date
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<td>World Ag Expo</td>
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<tr>
<td>-------------</td>
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<tr>
<td>LF ID</td>
<td>Certificated Salaries - Substitutes (Teacher release time for Professional Development/CTE for College collaboration/tours) A. Student Trips - Substitutes B. Professional Development - Substitutes</td>
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<td></td>
<td>Certificated Salaries - Substitutes (Continued) B. Professional Development - Substitutes</td>
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<td><strong>Subtotal for 1000 category</strong></td>
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<tr>
<td>Object 2000</td>
<td>Classified Salaries</td>
<td></td>
</tr>
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<td></td>
<td><strong>Subtotal for 2000 category</strong></td>
<td>$9.00</td>
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<tr>
<td>Object 3000</td>
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<td><strong>Subtotal for 3000 category</strong></td>
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<td>12/16/2021</td>
<td>146510 Tractor Supply, Garage in Box</td>
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<td><strong>Subtotal for 4000 category</strong></td>
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<tr>
<td>Object 5000</td>
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<td></td>
<td><strong>Subtotal for 5000 category</strong></td>
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</tr>
<tr>
<td>Object 6000</td>
<td>Capital Outlay</td>
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<td></td>
<td><strong>Subtotal for 6000 Category</strong></td>
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<td><strong>Final Total</strong></td>
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<td></td>
<td><strong>Initial Budget</strong></td>
<td>$2,368.00</td>
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**Object 4000 - Narrative**
Supplemental materials for lab activities and to supplement existing stock.

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<tr>
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<tr>
<td>Date</td>
<td>LF ID</td>
</tr>
<tr>
<td></td>
<td>Certificated Salaries - Substitutes</td>
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<tr>
<td></td>
<td>(Teacher release time for Professional Development/CTE for College collaboration/tours)</td>
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<td>A. Student Trips - Substitutes</td>
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<td>B. Professional Development - Substitutes</td>
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<td></td>
<td>B. Professional Development - Substitutes</td>
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<table>
<thead>
<tr>
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<th>Classified Salaries</th>
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<tbody>
<tr>
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<table>
<thead>
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<tbody>
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<td>12/20/2021</td>
<td>147004 Floral Supply Syndicate: vases and ceramic pumpkins</td>
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<td>2/4/2022</td>
<td>146517 Johnny Seeds</td>
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<td>$638.86</td>
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<td></td>
<td>$986.60</td>
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<table>
<thead>
<tr>
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<th>Services and other operating expenditures</th>
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<tr>
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<table>
<thead>
<tr>
<th>Object 6000</th>
<th>Capital Outlay</th>
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<table>
<thead>
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| Initial Budget | $2,500.00 |

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<thead>
<tr>
<th>Object 4000 - Narrative</th>
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</thead>
<tbody>
<tr>
<td>Supplemental supplies for lab activities and class projects</td>
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<tr>
<td>Object</td>
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<td>--------</td>
</tr>
<tr>
<td>1000</td>
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</table>

**Object 4000 - Narrative**
Supplemental supplies for projects in the cropbox, aquaponics units and other outdoor learning laboratories.
<table>
<thead>
<tr>
<th>Object 1000</th>
<th>EXPENDITURE DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>LF ID</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificated Salaries - Substitutes (Teacher release time for Professional Development/CTE for College collaboration/hours) A. Student Trips - Substitutes State FFA Conference (2 advisors x 2 days) B. Professional Development - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certificated Salaries - Substitutes B. Professional Development - Substitutes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subtotal for 1000 category</td>
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<tr>
<td>Object 2000</td>
<td>Classified Salaries</td>
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<td>Subtotal for 2000 category</td>
<td>$0.00</td>
</tr>
<tr>
<td>Object 3000</td>
<td>Benefits A. Benefits for substitute pay for teacher release time for field trips $57/day x 4 days</td>
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<td></td>
<td>Subtotal for 3000 category</td>
<td>$0.00</td>
</tr>
<tr>
<td>Object 4000</td>
<td>010-3550-0-3800-10000-43000-300-0955-4224 12/14/2021 146308 Nelson and Pade: Aquaponics $1,207.32 2/18/2022 146653 Lowe's $382.36</td>
<td></td>
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<td>Subtotal for 4000 category</td>
<td>$1,679.68</td>
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Initial Budget: $5,608.00

Remaining: -$1,679.68

Object 1000 - Narrative

Object 2000 - Narrative

Object 3000 - Narrative

Object 4000 - Narrative

Object 5000 - Narrative

Object 6000 - Narrative

Bushive

01/12/2022 2/10/2022 - World Ag Expo

R505136
Supporting Materials

26:

District Budget Process
Supporting Materials 26: District Budget Process

The Strathmore High School Agriculture Department receives money from the Agriculture Incentive Grant (AIG), Carl Perkins Grant, CTEIG and department funds. The AIG is completed each year by the agriculture department and is based on the specific needs of each agriculture teacher.

The Perkins Grant is allocated to career technical education programs and is used as a supplemental funding program. The Perkins Grant will buy things like new laptops, microscopes, and permanent fixture equipment.

The department budget is discussed each year using the previous budget as a reference point to know where we are going to spend money in the next year. Typically there are not any major changes but this allows us to be aware of anything that may come up in order to be prepared for it.

The department budget goes through the FFA account with the Associated Student Body (ASB). Most of our expenses for FFA are taken out of the FFA budget. Any major funding such as conferences or state or sectional dues come out of AIG.

Floral, Ornamental Horticulture, Agriculture Mechanics and Veterinary Science receive a slightly higher funding amount each year to supplement the program. Floral needs to purchase flowers throughout the year, Ornamental Horticulture needs to purchase seeds and plants, Ag Mechanics needs consumables and this year Veterinary Science purchased materials for dissection.
Supporting Materials

27:

Department Chart of Responsibilities
## 2021-22 SHS Ag. Department Chart of Responsibilities

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<tr>
<th>Activity</th>
<th>Shearer</th>
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<p>| <strong>Leadership Activities</strong>                                             |         |       |        |         |        | 1    |
| FFA Week Lunch Activities                                             |         |       |        |         |        | 1    |
| FFA Week Lunch Incentives                                             |         |       |        |         |        | 1    |
| Career Day – Invitations and RSVPs                                    |         |       |        |         |        |      |
| Career Day – Senior Roles                                             | 1       |       |        |         |        |      |
| Career Day – Speakers                                                 |         |       |        |         |        |      |
| Career Day Booths:                                                     |         |       |        |         |        |      |
| - Floral                                                               |         |       |        |         |        |      |
| - Vet Science                                                         | 1       |       |        |         |        |      |
| - OH                                                                   |         |       |        |         |        |      |
| - Ag Science                                                          |         |       | 1      |         |        |      |
| - Ag Mech                                                              |         |       |        |         | 1      |      |
| - Pictures                                                             |         |       |        |         |        |      |
| - Tours                                                                |         |       |        |         |        | 1    |
| Greenhand Conference Planning                                          | 1       | 1     | 1      | 1       | 1      |      |
| Greenhand Conference Chaperone (Online)                               | 1       | 1     |        |         |        |      |
| Fall FFA Banquet Attendance                                           |         |       |        |         |        | 1    |
| Fall Banquet Centerpieces                                             |         |       |        |         |        | 1    |
| Fall Banquet Awards                                                   | 1       | 1     | 1      |         |        |      |
| Fall Banquet Set Up                                                   |         |       |        |         |        | 1    |
| Fall Banquet Script and Program                                       |         |       |        |         |        | 1    |
| Spring FFA Banquet Attendance                                         |         |       |        |         |        | 1    |
| Spring Banquet Centerpieces                                           |         |       |        |         | 1      | 1    |
| Spring Banquet Awards                                                 | 1       | 1     | 1      | 1       |        |      |
| Spring Banquet Set Up                                                 |         |       |        |         |        | 1    |
| Spring Banquet Script and Program                                     |         |       |        |         |        | 1    |
| Greenhand Week:                                                        |         |       |        |         |        | 1    |
| - Tuesday                                                              |         |       |        |         |        | 1    |
| - Wednesday                                                            |         |       |        |         |        | 1    |
| - Thursday                                                             |         |       |        |         |        | 1    |
| - Friday                                                               |         |       |        |         |        | 1    |
| SHS FFA Chapter Officer Meetings                                      |         |       |        |         |        | 1    |
| Chapter Meetings – Planning                                           |         |       |        |         |        | 1    |</p>
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**Departments**

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**Farm Oversight**

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<tr>
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<th>Shearer</th>
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<th>Hanger</th>
<th>Indendi</th>
<th>Monica</th>
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**Career Development Events**

<table>
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## 2021-22 SHS Ag. Department Chart of Responsibilities

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### Field Trips

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<td>Freshmen Industry - Lindcove/Setton Farm</td>
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<td>Junior College – COS</td>
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Total: 51 42 46 40 11 34

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Robert Hanger- Teacher

Matt Shearer- Teacher/Department Chair

Anna Allen- Teacher

Caitlyn Indendi - Teacher

Diane Rankin- SHS Principal
Supporting Materials
28:
Substitute Teacher Procedures & Plans
Supporting Materials 28: Substitute Teacher Procedures & Plans

Strathmore High School utilizes the AESOP absence management system to request and record absences. Teachers can input information requesting a substitute for various reasons such as: bereavement, personal necessity, illness, etc. If a teacher is going to be out for school business, they must send the request through the school secretary so she can input the information and get approval from the principal.

I leave a detailed substitute plan on my desk along with my substitute binder. The binder includes things like seating charts, a daily report sheet, important contact information and the bell schedule.
WELCOME TO OUR SCHOOL!
Thank you for coming in today. I appreciate your efforts as a substitute teacher and hope everything runs smoothly for you.

On the following pages, you will find important information about our class, including:
★ daily schedule
★ class procedures
★ points of contact
★ today's lesson plans
★ emergency plans*
★ student lists and attendance forms
★ class seating chart

If you have any questions or concerns throughout the day, please do not hesitate to contact the office, campus security, my teaching partners or myself; we are all more than happy to assist if needed. Contact information is located on the following page.

At the end of the day, please leave me a quick note to let me know how everything went. If you had any behavior difficulties, please let me know so I may address the issue when I return. If any students were particularly helpful or kind to you today, I'd love to know that as well.

THANKS AGAIN.

Sincerely,

Ms. Caitlyn Indendi
indendi@portavilleschools.org
(562)394-3376

*Please only use the Emergency Plans if you have been instructed to do so.
**GENERAL INFORMATION**

**SCHEDULE**

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<thead>
<tr>
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<tr>
<td>1</td>
<td>8:10-9:10</td>
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<td>9:15-11:00</td>
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<tr>
<td>3</td>
<td>Prep</td>
<td>S4</td>
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<td>11:15-1:00</td>
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<td>4</td>
<td>11:15-1:00</td>
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<td>M/TH</td>
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<tr>
<td>5</td>
<td>11:15-1:00</td>
<td>S4</td>
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<td></td>
<td>T/F</td>
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<td>6</td>
<td>1:40-2:32</td>
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<tr>
<td>7</td>
<td>2:37-3:30</td>
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**PROCEDURES**

**BATHROOMS**

Only one student may leave the room at a time. Students must sign out on the sign out sheet by the door.

**FOOD & DRINKS**

No food and drinks allowed at the current time due to masks in class. Water is allowed.

**CELL PHONES**

Students should not have their phones out during class for any reason. As a school rule, cell phones are only allowed before and after school.

**SEATING**

Students should stay in their assigned seats at all times. I've included a seating chart for your reference.

**NOTES**

★ Please take attendance at the beginning of each hour on the form provided, and send it down to the office with a student. Please choose a student listed as "helpful" from the Class Roster for this task.

★ If you have any questions or concerns, please feel free to contact campus security or the vice principal. One of my neighboring teaching partners may be able to assist as well.

★ I have also included my number and email. I will respond if and issue arises.

**CONTACTS**

<table>
<thead>
<tr>
<th>CONTACT</th>
<th>ROOM</th>
<th>PHONE</th>
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<tbody>
<tr>
<td>Skip</td>
<td>OFFICE</td>
<td>5931-1310</td>
</tr>
<tr>
<td>M.T. Shearer, Ag Dept Head</td>
<td>OFFICE</td>
<td>6852</td>
</tr>
<tr>
<td>MR. Hanger, Ag Teacher</td>
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<tr>
<td>MRS. Allen, Ag Teacher</td>
<td>S5</td>
<td>6828</td>
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</table>

Caitlyn Indendi AGED 539
Thank you again for being here. I'd love to hear how your day went! If you had any issues or concerns, please let me know so I can address them when I return. If any students were particularly kind or helpful to you today, please let me know that as well. Thanks again!

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<th>CLASS</th>
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<td>7</td>
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</tbody>
</table>
Substitute Plans 11/4
Periods 1, 2, 4, 6 & 7

Ms. Caitlyn Indendi
Email: indendi1993@comcast.net  Cell: (562)394-3376

Period 1 (OH):
Students will work on completing their Propagation assignment located in google classroom. They started work on the assignment on 11/2 so they know what they should be working on. For this class it is due tomorrow (11/5). If they finish early or start getting restless, give them a current event handout. They must find a horticultural related current event.

Period 2 (OH):
Students will work on completing their Propagation assignment located in google classroom. They started work on the assignment on 11/1 so they know what they should be working on. They may also work on catching up on their germination presentation. If they finish early or start getting restless, give them a current event handout. They must find a horticultural related current event.

Period 4 (Floral Design):
Students will be working on a History of Floral Design presentation. It is located in google classroom. It is due today so they should be wrapping it up. If they finish early they will start a history timeline (done with paper and pencil). Instructions and an example will be provided.

Period 6 (Ag Biology):
Students will work on DNA research. They will be asked a series of questions and answer them in complete sentences. For this class it will be due tomorrow (11/5). They can find much of the information in the Biology book in Chapter 12 (page 286).

Period 7 (Floral Design):
Students will be working on a History of Floral Design presentation. It is located in google classroom. For this class it is due tomorrow (11/5) so they should be wrapping it up. If they finish early they will start a history timeline (done with paper and pencil). Instructions and an example will be provided.

Thank you for subbing my class! I have included seating charts and a list of TAs and helpful students as well as a sheet to leave any comments.
(Paper, colored pencils and markers are located at the front of the classroom)

Caitlyn Indendi AGED 539
Substitute Plans 11/5
Periods 1, 5, 6 & 7

Ms. Caitlyn Indendi
Email: cIndendi@portervilleschools.org  Cell: (562)394-3376

Period 1 (OH):
Students will work on completing their Propagation assignment located in google classroom. They started work on the assignment on 11/2 so they know what they should be working on. This assignment is due today (11/5). If they finish early or start getting restless, give them a current event handout. They must find a horticultural related current event.

Period 5 (Ag Biology):
Students will work on DNA research. They will be asked a series of questions and answer them in complete sentences. This assignment is due today (11/5). They can find much of the information in the Biology book in Chapter 12 (page 286).

Period 6 (Ag Biology):
Students will complete their DNA research. They will be asked a series of questions and answer them in complete sentences. This assignment is due today (11/5). They can find much of the information in the Biology book in Chapter 12 (page 286).

Period 7 (Floral Design):
Students will be working on a History of Floral Design presentation. It is located in google classroom. This presentation is due today (11/5) so they should be wrapping it up. If they finish early they will start a history timeline (done with paper and pencil). Instructions and an example will be provided.

Thank you for subbing my class. I have included seating charts and a list of TAs and helpful students as well as a sheet to leave any comments.

(Paper, colored pencils and markers are located at the front of the classroom)
Substitute Plans 11/8
Periods 1, 2, 4, 6 & 7

Ms. Caitlyn Indendi
Email: Indendi4937@porterville.schools.org  Call: (562)394-3376

Period 1 (OH):
Students will work on a study guide on the Fundamentals of Plants. They will have a test tomorrow (11/9). Study guides should be turned in by the end of class today.

Period 2 (OH):
Students will work on a study guide on the Fundamentals of Plants. They will have a test on Friday (11/12). Study guides should be turned in by the end of class today. Once they complete the study guide they will work on a current event worksheet. Remind them to look up a horticulture related event to read. This is also due by the end of class.

Period 4 (Floral Design):
Students will work on a 10 Favorite Flowers guide. They will complete it in google classroom. An example and instructions will be provided. It is due by the end of class. If they finish early or start getting restless they may also complete the current event activity.

Period 6 (Ag Biology):
Students will work on completing a study guide to wrap up the DNA/RNA unit. They have the class period to complete the assignment. They will have a test tomorrow (11/9). Study guides should be turned in by the end of the period.

Period 7 (Floral Design):
Students will work on a 10 Favorite Flowers guide. They will complete it in google classroom. An example and instructions will be provided. For this class the assignment will be due tomorrow (11/9).

Thank you for subbing my class. I have included seating charts and a list of TAs and helpful students as well as a sheet to leave any comments.

(Paper, colored pencils and markers are located at the front of the classroom)

Caitlyn Indendi AGED 539
Supporting Materials

29:

Description of a “Program Completer”
Supporting Materials 29: Description of a “Program Completer”

At Strathmore High School, a program completer is a student that has been enrolled in our Agriculture Program for all four years of high school. Program completers are given a cord to wear at graduation. EAT Pathway students must successfully complete their pathway sequences all the way through their EAT Capstone class. Pathway students receive an EAT stole to wear to graduation to show their completion. All students are recognized at the end of the year banquet for their achievement in completing either the program or the EAT Pathway.
Supporting Materials

30:

2+2 Agreements
Supporting Materials 30: 2+2 Agreements

The Strathmore High School Agriculture Department does not currently have any 2+2 agreements with local community colleges. We are lucky to have two community colleges relatively close by that we can work to establish 2+2 agreements with in the future. We could look at connecting with both Porterville Community College and College of the Sequoias at their Tulare Campus. This is something for us to look at as a department in the future.
Supporting Materials
31:

Reimbursement Process
Supporting Materials 31: Reimbursement Process

Strathmore High School Agriculture Department tries its best to complete purchase orders ahead of time in order to use the correct funding. However, for certain purchases, like for floral class, we will sometimes need to be reimbursed. In that event, I would open a Purchase Order to myself for a certain amount in order to purchase the supplies I need for a particular project. I would then keep all of my receipts for the order and turn them in with a Check Request to reimburse myself from the account. The ASB Bookkeeper would then release a check to me from the specified account to reimburse me for the purchase.

All other reimbursements for things like conferences are taken care of through the district office and must go through all the proper channels in order to be reimbursed. Receipts must be kept for all purchases. These types of reimbursements are typically recorded through conference requests.
STRATHMORE HIGH SCHOOL
STUDENT BODY PURCHASE REQUISITION

DATE__________

PERSON REQUISITIONING MERCHANDISE______________________________________

ACCOUNT TO BE CHARGED____________________________________________________

VENDOR__________________________________________________________

MAILING ADDRESS_____________________________________________________

CITY_________________________ STATE_______ ZIP________

STUDENT SIGNATURE_________________________ DATE______________________

CLUB ADVISOR SIGNATURE_________________________ DATE______________________

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<th>DETAILED DESCRIPTION OF PURCHASE(S)</th>
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ESTIMATED TOTAL

ADMINISTRATIVE APPROVAL________________________________________DATE________
CHECK REQUEST
STRATHMORE HIGH SCHOOL
STUDENT BODY FUNDS

Delivery Method – Check one
☐ Send via US mail
☐ Hold for pickup in office

Date________________________ Club________________________
Amount____________________ Paid by check no.____________________
Check Payable to________________________
Address________________________
For__________________________

Club Advisor Approval________________________
Administrative Approval________________________ PO#________________________
Part 3

AGED 539 Project
Table of Contents

AGED 539 Project

1. Proposal
2. Reflection
3. Evidence
AGED 539 Project Proposal

Title: Graduate Follow-Up Survey.

Quality Criteria Number Addressed: 9.

Goal/Purpose (What is the anticipated outcome?):

To have a graduate follow up survey that we can use to keep track of our former student’s career paths and see those that align with Agriculture down the road.

Specific Objectives (What will you do and how will you do it?):

I will create a graduate follow up survey so that as a department we may see the pathway that our students take once out of high school. We can use the survey to help connect students with members of the industry based on their answers as well as see how many students are continuing in Agriculture once leaving high school.

I will talk to other teachers that have created graduate follow up surveys to see what they deem relevant to ask and how they go about tracking some of the information down the road.

Estimated Hours: 5 hours total.

Estimated Expenditures: No cost expected.

Proposed timeline for completion:

Completed by the end of Winter 2022 quarter with the completion of the 539 class.

Plan to inform Committee Chair of progress:

I will check in with my committee chair throughout the quarter to keep on track.

For Office Use Only:

Project Approved By: ________________________________.

Date of Approval: ________________________________.

Quarter student will enroll in AGED 539: ____________________.

Caitlyn Indendi AGED 539
AGED 539: Quality Criteria Improvement Project Reflection

For my AGED 539 quality criteria improvement project, I decided to focus on Quality Criteria 9 and create a graduate follow-up survey. I chose this project because the Strathmore High School Agriculture Department has faced a lot of turnover in the last ten years and we have not been keeping track of graduates like we should.

We are typically in a rush when it comes time to submit the required information for our Agriculture Incentive Grant review. Either the students did not fill out their AET survey or we do not know what path they decided to take after high school.

I wanted to create a survey that would be easy to distribute and would give us the information we needed for the AET report. We plan on distributing this survey at the end of this academic year to start gathering data. This survey is something that would be easy to distribute in class to seniors where we would be able to monitor that they are actually completing the graduate survey.

The process of creating the survey included looking at what the Agricultural Experience Tracker required for its completion as well as talking to other teachers about what information they see as valuable to keep track of. After gathering that information, I was able to narrow down the survey into a few concise questions relevant to life after high school.

The next step for this project will be creating a shared folder where we can house the data and separate out the different paths that students chose. We can then use the information to send out information to graduates regarding jobs, internships and scholarships among other valuable pieces of information.

The main goal of this project is to be able to gather information and use what we collect to further support our students as they enter the world beyond high school.

Caitlyn Indendi AGED 539
Graduate Follow Up Form

*Seniors please answer the following questions to help the Strathmore Agriculture Department continue to grow.*

This will help us stay in contact with you and allow us to send you educational and career opportunities.

Name

Short answer text

Graduation Year *

Short answer text

Personal Email Address *

Short answer text

Phone Number *

Short answer text

What are your plans after high school? *
If you are still going to school is your major Ag Related? *

- Yes
- No

If you are currently working, what do you do? *

Short answer text

What about the Strathmore High School Agriculture Program did you *

Long answer text

What about the Strathmore High School Agriculture Program do you think could be *

Long answer text